

NJDOE MODEL CURRICULUM

CONTENT AREA: Reading Literature	GRADE: 2	UNIT #: 2	UNIT NAME:
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Describe how characters in a story respond to major events and challenges.	RL.2.3
2	Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.	RL.2.7
3	Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.	RI.2.1
4	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.2
5	Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.	RI.2.3
6	Identify and use various text features (e.g., <i>captions</i>), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic.	RI.2.4; RI.2.5
7	Identify the main purpose of a text and what the author wants to answer, explain, or describe.	RI.2.6
8	Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text.	RI.2.7
9	Describe how reasons support specific points the author makes in a text.	RI.2.8
10	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9
11	Read regularly spelled one-syllable words correctly by distinguishing long and short vowels.	RF.2.3.a
12	<ul style="list-style-type: none"> • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. <i>ai, ea, ee, ie, oa, oo</i>). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. <i>au, ou/ow, oi/oy</i>). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for r-controlled vowels (e.g. <i>ar, er, ir, or, ur</i>). • Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, vowel diphthongs, and r-controlled vowels. 	RF.2.3.b

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13	Decode regularly spelled two-syllable words with long vowels.	RF.2.3.c
14	Sight-read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.	RF.2.3.f
15	Read grade-level text with purpose and understanding.	RF.2.4.a
16	Apply decoding skills and use punctuation as cues to read grade-level text with appropriate rate, and expression.	RF.2.4.b
17	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
18	Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement.	W.2.2; W.2.8
19	Work with a group to research a topic and generate ideas for an informational paragraph.	W.2.7
20	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing and checking and correcting spelling using beginning dictionaries and other reference materials.	W.2.5; L.2.2.e
21	With guidance and support, produce and publish a writing piece using digital tools (e.g., a wiki).	W.2.6
22	Develop textual connections and meaning through book discussions and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in a group setting.	SL.2.1.a,b,c
23	Recount or describe key ideas and details from a text or information presented in any form (e.g., read aloud, movie, book on tape).	SL.2.2
24	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	SL.2.3
25	Tell a story using coherent sentences, appropriate facts and relevant, descriptive details, speaking audibly.	SL.2.4; SL.2.6

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26	Produce audio recordings of stories or poems, adding drawings or visual displays of experiences appropriately to clarify ideas, thoughts, and feelings.	SL.2.5
27	Use collective nouns (e.g., team), reflexive pronouns (e.g., myself), adjectives, and adverbs appropriately when writing or speaking.	L.2.1. a, c, e
28	Compose a friendly letter in which commas are used correctly in a greeting and closing.	L.2.2.b
29	Check the spelling and clarify the meaning of words or phrases using a print or digital dictionary.	L.2.2.e; L.2.4.e

Code #	Common Core State Standards
RI.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.
RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.5	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.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.7	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).

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W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.7	Use information gained from the illustrations and words in 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> .
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. 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	Read with sufficient accuracy and fluency to support comprehension. 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.

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W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, 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. a. Use collective nouns (e.g., <i>group</i>). c. Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.