NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 2	UNIT #: 4	UNIT NAME:

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Describe the feelings and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
2	Describe the structure of a story, including a description of the introduction and closing action.	RL.2.5
3	Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.	RL.2.7
4	Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors.	RL.2.9
5	Show comprehension of an event found in an informational text by asking and answering questions about key details such as *who, what, where, when, why* and *how.*	RI.2.1
6	Determine the focus of specific paragraphs within informational text along with the main topic of a text that includes what the author wants to answer, explain, or describe.	RI.2.2; RI.2.6
7	Using informational texts, describe connections between scientific ideas or concepts.	RI.2.3
8	Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.	RI.2.4; RI.2.5
9	Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.	RI.2.7
10	Describe how reasons support specific points the author makes in a text.	RI.2.8
11	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9

12	Apply vowel pattern pronunciation generalizations to correctly read words with vowel digraphs, vowel diphthongs, and r-controlled vowels.	RF.2.3.b
13	Decode words with common prefixes (e.g., *un-, dis-, re-,* **pre-, mis**) and suffixes (e.g., -ful, -less, -er).	RF.2.3.d
14	Identify grade-appropriate commonly and irregularly spelled words (e.g., *bread, love, would, could, their, there, none, both*).	RF.2.3.e
15	Read grade-appropriate irregularly spelled words.	RF.2.3.f
16	Read grade-level text with purpose and understanding.	RF.2.4.a
17	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4.b
18	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
19	Apply the writing process to develop an informative/explanatory composition that introduces the topic, provides researched facts and definitions to develop specific points, and includes a closing sentence.	W.2.2
20	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 as well as check and correct spellings by using beginning dictionaries or other reference materials.	W.2.5; L.2.1.f; L.2.2.e
21	With guidance and support, work with a group of peers to produce and publish a piece using digital tools (e.g., a wiki).	W.2.6
22	Compose a response to a question based on recalled experiences or information gathered from provided sources.	W.2.8

23	Through respectful interchange and balanced participation, develop textual connections and meaning through book discussions in small and larger group settings to clarify understanding.	SL.2.1.a,b,c
24	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	SL.2.3
25	Produce complete sentences when appropriate to task or situation in order to provide information to others.	SL.2.6
26	Using both the meaning of a known prefix and a known root word, define a newly formed word in which the prefix was added to the root word.	L.2.4.b
27	Determine or clarify the meaning of unfamiliar words using a glossary or beginning dictionary (print or digital).	L.2.4.e
28	Use familiar words and phrases acquired through conversations, reading and being reading to and responding to texts, including adjectives and adverbs to describe appropriately.	L.2.6

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Code #	Common Core State Standards
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. b. Determine the meaning of the new word formed when a known prefix is added to a known word (*e.g., happy/unhappy, tell/retell*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RI.2.1	Ask and answer such questions as *who, what, where, when, why,* and *how t*o demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.2.4	Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

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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.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
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.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. 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.
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.2.5	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.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

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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.2.3	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.2.6	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. 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. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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*).