

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: English Language Arts</b>	<b>GRADE: 2</b>	<b>UNIT #: 5</b>	<b>UNIT NAME:</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Show comprehension of an event found in an informational text by asking and answering questions about key details such as <i>who, what, where, when, why</i> and <i>how</i> .	RL.2.1
2	Recall and describe the central message, lesson, or moral of a story, including fables and folktales from diverse cultures.	RL.2.2
3	Describe how characters respond to major story events and challenges.	RL.2.3
4	Describe the structure of a story, including a description of the introduction and closing action.	RL.2.5
5	Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' point of view.	RL.2.6
6	Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.	RL.2.7
7	Compare and contrast two or more versions of the same story written from the perspective of two different cultures or authors.	RL.2.9
8	Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.2.10
9	Determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe.	RI.2.2; RI.2.6
10	Using informational texts, describe connections between technical procedures.	RI.2.3
11	Use context clues and text features to determine the meaning of words and phrases relevant to a grade two topic or subject.	RI.2.4

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<b>12</b>	Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.	RI.2.7
<b>13</b>	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9
<b>14</b>	Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10
<b>15</b>	Apply vowel pattern pronunciation generalizations to correctly read two-syllable words with long vowels, vowel digraphs, vowel diphthongs, and r-controlled vowels.	RF.2.3.b,c
<b>16</b>	Decode words with common prefixes (e.g., un-dis-re-) and suffixes (e.g., -ful, less, -er).	RF.2.3.d
<b>17</b>	Identify common irregularly spelled words (e.g., <i>bread, love, would, could, their, there, none, both</i> ).	RF.2.3.e
<b>18</b>	Read grade-appropriate texts irregularly spelled words.	RF.2.3.f
<b>19</b>	Read grade-level text with purpose and understanding.	RF.2.4.a
<b>20</b>	Read grade-level text orally with accuracy, appropriate rate, and expression.	RF.2.4.b
<b>21</b>	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4.c
<b>22</b>	Write an opinion piece focused on a clearly stated opinion or a topic including reasons supporting the opinion, linking words to connect ideas, and a closing sentence.	W.2.1
<b>23</b>	With guidance and support from adults and peers, focus on a topic and strengthen	W.2.5

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	writing as needed by revising and editing.	
<b>24</b>	With guidance and support, work with a group to produce and publish a piece using digitals (e.g., wiki).	W.2.6
<b>25</b>	Work with a group to research a topic and generate ideas for a writing project.	W.2.7
<b>26</b>	Write a response to a question based on experiences recalled or information gathered from provided sources.	W.2.8
<b>27</b>	Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.	L.2.1.a,c,e
<b>28</b>	Use frequently occurring irregular plural nouns (e.g., feet, children), and the past tense of common irregular verbs (e.g., sat, told) appropriately when speaking and writing.	L.2.1.b,d
<b>29</b>	Produce, expand, and rearrange complete simple and compound sentences.	L.2.1.f
<b>30</b>	Capitalize holidays, product names, and geographic names when writing.	L.2.2.a
<b>31</b>	Use an apostrophe to form contractions and frequently occurring possessives when writing.	L.2.2.c
<b>32</b>	Use learned spelling pattern to write words (e.g., cage-badge; boy-boil).	L.2.2.d
<b>33</b>	Compare writing that is formal and writing that is informal.	L.2.3.a
<b>34</b>	Determine the meaning of unfamiliar words and phrases using sentence-level context clues.	L.2.4.a
<b>35</b>	Use a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases.	L.2.4.e
<b>36</b>	Identify real-life connections between words and their use (e.g., <i>describe foods that are</i>	L.2.5.a

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	<i>sweet</i> ).	
<b>37</b>	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	L.2.5.b
<b>38</b>	Respond, one at a time, to topics of discussion regarding a read text, build on input provided by peers, and ask for additional information from peers as needed.	SL.2.1.a,b,c
<b>39</b>	Recount or describe key story details or facts of a text (shared orally or through other media).	SL.2.2
<b>40</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4
<b>41</b>	Speak in complete sentences when appropriate to task or situation in order to provide information to others.	SL.2.6
<b>42</b>	Define a newly formed word in which a prefix was added using the meaning of the prefix and root word.	L.2.4.b
<b>43</b>	Apply the knowledge of common root words to understand the meaning of unfamiliar words with the same root.	L.2.4.c

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Code #	Common Core State Standards
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.
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 dialog 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.
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.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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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 <i>grade 2 topic or subject area</i> .
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.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
W.2.1	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., <i>because, and, also</i> ) to connect opinion and reasons, 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.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a

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	report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

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writing.

- a. Capitalize holidays, product names, and geographic names.
- 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*).

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.
- 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*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5

Demonstrate understanding of figurative language, 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*).