Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: New Jersey Core Curriculum Content Standards

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

New Jersey Core Curriculum Content Standards

Language Arts

CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CONTENT STATEMENT	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STATEMENT	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RL.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.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CONTENT STATEMENT	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RI.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.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.d.	Decode words with common prefixes and suffixes.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	2.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STATEMENT	2.SL.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.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	2.L.1.a.	Use collective nouns (e.g., group).
CUMULATIVE PROGRESS INDICATOR	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

CUMULATIVE PROGRESS INDICATOR	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy >boil).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Knowledge of Language
CONTENT STATEMENT	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	2.L.3.a.	Compare formal and informal uses of English.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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.
CUMULATIVE PROGRESS INDICATOR	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	2.L.4.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).
CUMULATIVE PROGRESS INDICATOR	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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).

New Jersey Core Curriculum Content Standards

Language Arts

	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT		Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CONTENT STATEMENT	2.RL.3.	Describe how characters in a story respond to major events and challenges.

CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STATEMENT	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STATEMENT	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RL.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.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CONTENT STATEMENT	2.RI.6.	ldentify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	2.RI.8.	Describe how reasons support specific points the author makes in a text.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RI.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.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.d.	Decode words with common prefixes and suffixes.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.

CUMULATIVE PROGRESS INDICATOR	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	2.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STATEMENT	2.SL.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.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	2.L.1.a.	Use collective nouns (e.g., group).
CUMULATIVE PROGRESS INDICATOR	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CUMULATIVE PROGRESS INDICATOR	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.

PROGRESS INDICATOR		
CUMULATIVE PROGRESS INDICATOR	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy >boil).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Knowledge of Language
CONTENT STATEMENT	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	2.L.3.a.	Compare formal and informal uses of English.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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.
CUMULATIVE PROGRESS INDICATOR	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	2.L.4.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).
CUMULATIVE PROGRESS INDICATOR	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CUMULATIVE PROGRESS INDICATOR	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CUMULATIVE PROGRESS INDICATOR	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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).

New Jersey Core Curriculum Content Standards

Language Arts

	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CONTENT STATEMENT	2.RL.3.	Describe how characters in a story respond to major events and challenges.

CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STATEMENT	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STATEMENT	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RL.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.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CONTENT STATEMENT	2.RI.6.	ldentify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RI.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.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.d.	Decode words with common prefixes and suffixes.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Fluency

CONTENT STATEMENT	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.CC.2. W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	2.W.3.	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.
CONTENT AREA / STANDARD	NJ.CC.2. W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	2.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STATEMENT	2.SL.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.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	2.SL.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.
CONTENT STATEMENT	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	2.L.1.a.	Use collective nouns (e.g., group).
CUMULATIVE PROGRESS INDICATOR	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CUMULATIVE	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).

PROGRESS INDICATOR		
CUMULATIVE PROGRESS INDICATOR	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CUMULATIVE PROGRESS INDICATOR	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy >boil).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Knowledge of Language
CONTENT STATEMENT	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	2.L.3.a.	Compare formal and informal uses of English.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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.
CUMULATIVE PROGRESS INDICATOR	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	2.L.4.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).
CUMULATIVE PROGRESS INDICATOR	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CUMULATIVE PROGRESS INDICATOR	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CUMULATIVE PROGRESS INDICATOR	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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).

		Glade 2 - Aubpieu. 2014
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		KeyIdeas and Details
CONTENT STATEMENT	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CONTENT STATEMENT	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STATEMENT	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STATEMENT	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RL.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.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.d.	Decode words with common prefixes and suffixes.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CUMULATIVE PROGRESS		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

INDICATOR		
CONTENT AREA / STANDARD	NJ.CC.2. W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	2.W.3.	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.
CONTENT AREA / STANDARD	NJ.CC.2. W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	2.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
CUMULATIVE PROGRESS INDICATOR	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STATEMENT	2.SL.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.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	2.SL.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.
CONTENT STATEMENT	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	2.L.1.a.	Use collective nouns (e.g., group).
CUMULATIVE PROGRESS INDICATOR	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CUMULATIVE	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy
PROGRESS		>boil).

INDICATOR		
CUMULATIVE PROGRESS INDICATOR	2.L.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Knowledge of Language
CONTENT STATEMENT	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	2.L.3.a.	Compare formal and informal uses of English.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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.
CUMULATIVE PROGRESS INDICATOR	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	2.L.4.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).
CUMULATIVE PROGRESS INDICATOR	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CUMULATIVE PROGRESS INDICATOR	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CUMULATIVE PROGRESS INDICATOR	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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).

New Jersey Core Curriculum Content Standards

Language Arts

	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT		Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CONTENT STATEMENT	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT AREA	NJ.CC.2.	Reading Standards for Literature

STRAND		Craft and Structure
CONTENT STATEMENT	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STATEMENT	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STATEMENT	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT AREA	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RL.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.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		KeyIdeas and Details
CONTENT STATEMENT	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT	2.RI.2.	ldentify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CONTENT STATEMENT	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CONTENT STATEMENT	2.RI.6.	ldentify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT AREA / STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	2.RI.8.	Describe how reasons support specific points the author makes in a text.
CONTENT AREA STANDARD	NJ.CC.2. RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RI.10.	By the end of year, read and comprehend informational texts, including history/socia 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.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.d.	Decode words with common prefixes and suffixes.
CUMULATIVE PROGRESS	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.

NJ.CC.2. RF. 2.RF.4.	Recognize and read grade-appropriate irregularly spelled words. Reading Standards: Foundational Skills Fluency
RF. 2.RF.4.	
	Fluency
1	Read with sufficient accuracy and fluency to support comprehension.
2.RF.4.a.	Read on-level text with purpose and understanding.
2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
NJ.CC.2. N.	Writing Standards
	Text Types and Purposes
2.W.3.	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.
NJ.CC.2. N.	Writing Standards
	Production and Distribution of Writing
2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
NJ.CC.2. <i>N</i> .	Writing Standards
	Research to Build and Present Knowledge
2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
NJ.CC.2. SL.	Speaking and Listening Standards
	Comprehension and Collaboration
2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.SL.1.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).
2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
NJ.CC.2. SL.	Speaking and Listening Standards
	Comprehension and Collaboration
2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.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.
NJ.CC.2. SL.	Speaking and Listening Standards
	Presentation of Knowledge and Ideas
2.SL.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.
	2.RF.4.c. AJ.CC.2. AJ.CC.2. AJ.CC.2. AJ.CC.2. AJ.CC.2. AJ.CC.2. AJ.CC.2. AJ.CC.2. AJ.CC.2. AJ.CC.2. AJ.CC.2. C.SL.1.a. C.SL.1.a. C.SL.1.a. C.SL.1.c. C.SL.1.C.

CONTENT AREA	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	2.L.1.a.	Use collective nouns (e.g., group).
CUMULATIVE PROGRESS INDICATOR	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CUMULATIVE PROGRESS INDICATOR	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
CUMULATIVE PROGRESS INDICATOR	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CUMULATIVE PROGRESS INDICATOR	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy >boil).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Knowledge of Language
CONTENT STATEMENT	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	2.L.3.a.	Compare formal and informal uses of English.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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.
CUMULATIVE PROGRESS INDICATOR	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	2.L.4.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).
CUMULATIVE PROGRESS INDICATOR	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CUMULATIVE PROGRESS INDICATOR	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT AREA	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	2.L.5.a.	ldentify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CUMULATIVE PROGRESS	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

INDICATOR		
	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT		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).

New Jersey Core Curriculum Content Standards

Language Arts

CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CONTENT STATEMENT	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STATEMENT	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STATEMENT	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RL.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.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.d.	Decode words with common prefixes and suffixes.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.

CONTENT 2.RF.4. Read with sufficient accuracy and fluency to support comprehension. STATEMENT 2.RF.4.a. Read on-level text with purpose and understanding. CUMULATIVE PROCRESS INDICATOR 2.RF.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. CUMULATIVE PROCRESS INDICATOR 2.RF.4.c. Ide context to confirm or self-correct word recognition and understanding, receasing an eccessary. CUMULATIVE PROCRESS INDICATOR 2.RF.4.c. Use context to confirm or self-correct word recognition and understanding, receasing an eccessary. CUMULATIVE PROCRESS INDICATOR 2.RF.4.c. Wite anaratives 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 or deta, and purpoids a ensol of closure. CONTENT AREA INJCC.2. Wite gatadards Wite gatadards STANDADD Production and Distribution of Writing CONTENT AREA INJCC.2. Wite gatadards STANDADD Research to Buil and Present Knowledge CONTENT AREA INJCC.2. Speaking and Listening Standards STATEMENT 2.W48. Recall information from experiences or gather information from provided sources to answer a question. CONTENT AREA INJCC.2. Speaking and	CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STATEMENT Interference STATEMENT Interference CUMULATIVE PROGRESS INDICATOR 2.RF.4.a. Read on-level text with purpose and understanding. CUMULATIVE PROGRESS INDICATOR 2.RF.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. CUMULATIVE PROGRESS INDICATOR 2.RF.4.b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CONTENT AREA INDICATOR N.C.C.2. Write narratives in which they recount a well-elaborated event or short sequence of words to signal event order, and provide a sense of closure. CONTENT AREA INTERNET N.S.C.Z. Write narratives in which they recount a well-elaborated event or short sequence of words to signal event order, and provide a sense of closure. CONTENT AREA INTERNET N.S.C.Z. Writing standards STATEMENT W.S. Witing standards STATEMENT Research to Build and Present Knowledge CONTENT AREA INTEGRENT N.S.C.Z. Writing as needed by revising and editing. STATEMENT Recall information from experiences or gather information from provided sources to and texts with pares and adults in small and larger groups. CONTENT AREA INDICATOR N.S.C.Z. Speaking and Listening Standards Stratement	STRAND		Fluency
PROGRESS INDICATOR Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. CUMULATIVE PROGRESS INDICATOR 2.RF.4.b. Recessive readings. Lise context to confirm or self-correct word recognition and understanding, rereading as necessary. CONTENT AREA STRAND N.O.C.2. Writing Standards Writing Standards CONTENT AREA STRAND N.O.C.2. Writing standards Writing Standards CONTENT STATEMENT 2.W.3. Writing astandards Writing standards CONTENT STATEMENT 2.W.3. Writing standards Writing standards CONTENT STATEMENT 2.W.3. Writing standards Writing Standards CONTENT STATEMENT W.S. Writing standards Writing Standards CONTENT STATEMENT W.S. Writing standards Writing Standards STATAMARD Production and Distribution of Writing Production and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CONTENT STATEMENT 2.W.8. Writing standards Receal information from experiences or gather information from provided sources to assert a question. CONTENT STATEMENT 2.W.8. Receal information from experiences or gather information from provided sources to assert a question. CONTENT STATEMENT 2.S.L.1. Proticipate in conteri	CONTENT STATEMENT	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
PROGRESS INDICATOR successive readings. CUMULATIVE PROGRESS INDICATOR 2.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CONTENT AREA INDICATOR NJ.CC.2. Witing Standards STANDARDAR MJ.CC.2. Witing Standards CONTENT AREA INDICATOR NJ.CC.2. Witing Standards CONTENT AREA INDICATOR Witing Standards Witing Standards CONTENT AREA INDICATOR NJ.CC.2. Witing Standards CONTENT AREA INJ.CC.2. Witing Standards Standards STANDAD Production and Distribution of Writing CONTENT AREA INJ.CC.2. Witing Standards STANDAR NJ.CC.2. Witing Standards STANDA Production and Distribution of Writing CONTENT AREA INJ.CC.2. Witing Standards STANDAD Research to Build and Present Knowledge CONTENT AREA INJ.CC.2. Speaking and Listening Standards STANDAD Research to Build and Present Knowledge CONTENT AREA INJ.CC.2. Speaking and Listening Standards STANDAD Comprehension and Collaboration CONTENT AREA INJ.CC.2. Spea	CUMULATIVE PROGRESS INDICATOR	2.RF.4.a.	Read on-level text with purpose and understanding.
PROCRESS INDICATOR iereading as necessary. CONTENT AREA INDICATOR NJ.CC.2. Write narratives in which theyrecount a well-elaborated event or short sequence of words to signal event order, and provide a sense of closure. CONTENT AREA INJECT 2.W.3. Write narratives in which theyrecount a well-elaborated event or short sequence of words to signal event order, and provide a sense of closure. CONTENT AREA INJECT 2.W.3. Write narratives in which theyrecount a well-elaborated event or short sequence of words to signal event order, and provide a sense of closure. CONTENT AREA INJECT 2.W.5. Writing Standards Writing Standards CONTENT STATEMENT 2.W.6. Writing Standards Writing Standards CONTENT STATEMENT 2.W.6. CONTENT STATEMENT 2.W.8. Research to Build and Present Knowledge CONTENT AREA INJECT2. Speaking and Listening Standards STATEMENT 2.W.8. Research to Build and Present Knowledge CONTENT AREA INJECT2. Speaking and Listening Standards STATEMENT 2.W.8. Research to Build and Present Knowledge CONTENT AREA INJ.CC.2. Speaking and Listening Sta	CUMULATIVE PROGRESS INDICATOR	2.RF.4.b.	
INSTRAND VI STRAND Text Types and Purposes CONTENT 2.W.3. 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. CONTENT REA STANDARD Writing Standards STRAND Production and Distribution of Writing CONTENT S.W.5. Writing as needed by revising and editing. CONTENT AREA NJ.C.2. Virting Standards CONTENT AREA NJ.C.2. STRAND Research to Build and Present Knowledge CONTENT AREA NJ.C.2. STRAND Research to Build and Present Knowledge CONTENT AREA NJ.C.2. STRAND Comprehension and Collaboration CONTENT AREA NJ.C.2. STRAND Comprehension and Collaboration CONTENT AREA NJ.C.2. STRAND Comprehension and Collaborative conversations with diverse partners about grade 2 topics and texts with pers and adults in small and larger groups. CUMULATIVE 2.SL.1.A. Follow agreed-upon rules for discussions (e.g., gaining the fl	CUMULATIVE PROGRESS INDICATOR	2.RF.4.c.	
CONTENT 2.W.3. 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. CONTENT AREA NJ.C.C.2. Writing Standards STRAND Production and Distribution of Writing CONTENT STATEMENT W.W.S. Writing standards CONTENT STATEMENT W.W.S. Writing standards CONTENT AREA NJ.C.C.2. Writing standards STATEMENT W.W. Writing standards CONTENT AREA NJ.C.C.2. Writing standards STATEMENT Research to Build and Present Knowledge answer a question. CONTENT AREA NJ.C.C.2. Speaking and Listening Standards STRAND Comprehension and Collaboration answer a question. CONTENT STRAND Comprehension and collaboration and texts with peers and adults in small and large groups. CIMULATIVE PROGRESS S.L.1. Participate in collaboratio adults in small and large groups. cultures, intensing to others' talk in conversations by linking their comments to the remarks of others. CIMULATIVE PROGRESS NJ.C.C.2. Speaking and Listening Standards <td>CONTENT AREA / STANDARD</td> <td></td> <td>Writing Standards</td>	CONTENT AREA / STANDARD		Writing Standards
STATEMENTevents, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.CONTENT AREA STANDARDNJ.CC.2.Witting StandardsSTRANDProduction and Distribution of WritingCONTENT STATEMENT2.W.5.With guidance and support from adults and peers, focus on a topic and strengthem writing as needed by revising and editing.CONTENT AREA STANDARDNJ.CC.2.Witing StandardsSTRANDResearch to Build and Present KnowledgeCONTENT AREA STATEMENT2.W.6.Recall information from experiences or gather information from provided sources to answer a question.CONTENT AREA STANDARDNJ.CC.2.Speaking and Listening StandardsSTATEMENT2.S.L.Participate in collaborationCONTENT AREA STATEMENT2.S.L.Participate in collaborationCONTENT AREA STATEMENT2.S.L.Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, and texts with peers and adults in small and larger groups.CUMULATIVE PROGRESS INDICATOR2.S.L.Build on others' talk in conversations by linking their comments to the remarks of others.CUMULATIVE PROGRESS INDICATORS.L.L.Speaking and Listening StandardsCUMULATIVE PROGRESS INDICATOR2.S.L.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.CONTENT STATEMENT2.S.L.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.CONTEN	STRAND		Text Types and Purposes
/STANDARD W. STRAND Production and Distribution of Writing STRAND Production and Distribution of Writing CONTENT 2.W5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CONTENT AREA NJ.CC.2. Writing Standards Research to Build and Present Knowledge CONTENT Standards STRAND Recall information from experiences or gather information from provided sources to answer a question. CONTENT AREA NJ.CC.2. Speaking and Listening Standards Standards STATEMENT 2.W8. STATEMENT Standards COMULATIVE Stall on others' talk in conversations by linking their comments to the remarks of others. NIDICATOR Standards Standards <	CONTENT STATEMENT	2.W.3.	events, include details to describe actions, thoughts, and feelings, use temporal
CONTENT 2.W5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CONTENT AREA NJ.CC.2. Writing Standards STRAND Research to Build and Present Knowledge CONTENT AREA NJ.CC.2. Speaking and Listening Standards STRAND Recall information from experiences or gather information from provided sources to answer a question. CONTENT AREA NJ.CC.2. Speaking and Listening Standards STRAND Comprehension and Collaboration CONTENT STATEMENT 2.SL.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with eers and adults in small and larger groups. CUMULATIVE 2.SL.1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others' talk in conversations by linking their comments to the remarks of others. CUMULATIVE 2.SL.1.b. Buil on others' talk in conversations by linking their comments to the remarks of others. CUMULATIVE 2.SL.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion. CUMULATIVE 2.SL.1.C. Speaking and Listening Standards STATAD Comprehension and Collaboration CUMULATIVE 2.SL.2. Speaking and	CONTENT AREA / STANDARD		Writing Standards
STATEMENT writing as needed by revising and editing. CONTENT AREA NJ.CC.2. Writing Standards STRAND Research to Build and Present Knowledge CONTENT STATEMENT 2.W.8. Recall information from experiences or gather information from provided sources to answer a question. Stratement CONTENT AREA NJ.CC.2. Speaking and Listening Standards STATEMENT 2.N.8. Speaking and Listening Standards CONTENT AREA NJ.CC.2. Speaking and Listening Standards STRAND Comprehension and Collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. CUMULATIVE Speaking to others with care, speaking one at a time about the topics and texts under discussions (e.g., gaining the floor in respectful ways, INDICATOR CUMULATIVE Speaking and Listening Standards CUMULATIVE Speaking and Listening Standards SIL Sunder discussion. CONTENT 2.SL.1. Ask for clarification and further explanation as needed about the topics and texts under discussion. COMULATIVE Speaking and Listening Standards SIL Speaking and Listening Standards SL Speaking and Listening Standards	STRAND		Production and Distribution of Writing
ISTAND ARDW.We want a finite of the second to build and Present KnowledgeSTRANDResearch to Build and Present KnowledgeCONTENT2.W.8.Recall information from experiences or gather information from provided sources to answer a question.CONTENT AREA STATADARDNJ.CC.2.Speaking and Listening Standards stataMDRDCOMTENT2.SL.1.Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.COMTENT2.SL.1.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).CUMULATIVE PROGRESS2.SL.1.b.Build on others' talk in conversations by linking their comments to the remarks of others.CUMULATIVE PROGRESSS.SL.1.c.Ask for clarification and further explanation as needed about the topics and texts under discussion.CONTENT AREA STATADARDNJ.CC.2.Speaking and Listening Standards statementSTATEMENT2.SL.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.CONTENT AREA STATEMENTNJ.CC.2.Speaking and Listening Standards statementSTATEMENT2.SL.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.CONTENT AREA STATEMENTPresentation of Knowledge and IdeasCONTENT AREA STATEMENTPresen	CONTENT STATEMENT	2.W.5.	
CONTENT STATEMENT 2.W.8. Recall information from experiences or gather information from provided sources to answer a question. CONTENT AREA STANDARD NJ.CC.2. Speaking and Listening Standards STANDARD Comprehension and Collaboration CONTENT STATEMENT 2.SL.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. CUMULATIVE PROGRESS S.SL.1. 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). CUMULATIVE PROGRESS S.SL.1.b. Build on others' talk in conversations by linking their comments to the remarks of others. CUMULATIVE PROGRESS 2.SL.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion. CONTENT AREA NJDCCATOR NJ.CC.2. Speaking and Listening Standards SL. CONTENT STATEMENT 2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CONTENT STATEMENT 2.SL.2. Speaking and Listening Standards SL. STATEMENT 2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <td>CONTENT AREA / STANDARD</td> <td></td> <td>Writing Standards</td>	CONTENT AREA / STANDARD		Writing Standards
STATEMENTanswer a question.CONTENT AREA STANDARDNJ.CC.2.Speaking and Listening StandardsSTANDARDComprehension and CollaborationCONTENT STATEMENT2.SL.1.Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.CUMULATIVE PROGRESSS.S.1.a.Followa greed-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).CUMULATIVE PROGRESSS.S.1.a.Build on others' talk in conversations by linking their comments to the remarks of others.CUMULATIVE PROGRESSS.S.1.a.Ask for clarification and further explanation as needed about the topics and texts under discussion.CUMULATIVE PROGRESSSpeaking and Listening Standards st.CONTENT AREA STANDARDS.S.2.CONTENT AREA STATEMENTS.S.2.STRANDComprehension and CollaborationCONTENT STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTS.S.2.STATEMENTSek and answer questions about what a speaker says in order to clarify <br< td=""><td>STRAND</td><td></td><td>Research to Build and Present Knowledge</td></br<>	STRAND		Research to Build and Present Knowledge
ISTANDARDSL.Participate in collaborationCONTENT STATEMENT2.SL.1.Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.CUMULATIVE PROGRESS2.SL.1.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).CUMULATIVE PROGRESS2.SL.1.b.Build on others' talk in conversations by linking their comments to the remarks of others.CUMULATIVE PROGRESS2.SL.1.c.Ask for clarification and further explanation as needed about the topics and texts under discussion.CUMULATIVE PROGRESS2.SL.1.c.Ask for clarification and further explanation as needed about the topics and texts under discussion.CONTENT AREA STANDARDNJ.CC.2.Speaking and Listening Standards SL.CONTENT STATEMENT2.SL.2.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.CONTENT STATEMENT2.SL.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.CONTENT STATEMENT2.SL.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 feilings.CONTENT STATEMENT2.SL.6.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.CONTEN	CONTENT STATEMENT	2.W.8.	
CONTENT STATEMENT2.SL.1.Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.CUMULATIVE PROGRESS2.SL.1.a.Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to o thers with care, speaking one at a time about the topics and texts under discussion).CUMULATIVE PROGRESS2.SL.1.b.Build on others' talk in conversations by linking their comments to the remarks of others.CUMULATIVE PROGRESS2.SL.1.c.Ask for clarification and further explanation as needed about the topics and texts under discussion.CUMULATIVE PROGRESSNJ.CC.2.Speaking and Listening Standards SL.CONTENT AREA STATEMENT2.SL.2.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.CONTENT STATEMENT2.SL.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.CONTENT STATEMENT2.SL.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.CONTENT STATEMENT2.SL.6.Produce complete sentences when appropriate to clarify ideas, thoughts, and feelings.CONTENT STATEMENT2.SL.6.Produce complete sentences when appropriate to clarify ideas, thoughts, and feelings.CONTENT STATEMENT2.SL.6.Produce complete sentences when appropriate to clarify ideas, thoughts, and feelin	CONTENT AREA / STANDARD		Speaking and Listening Standards
STATEMENTand texts with peers and adults in small and larger groups.CUMULATIVE PROGRESS2.S.L.1.a.Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, insteining to others with care, speaking one at a time about the topics and texts under discussion).CUMULATIVE 	STRAND		Comprehension and Collaboration
PROGRESS INDICATORlistening to others with care, speaking one at a time about the topics and texts under discussion).CUMULATIVE PROGRESS INDICATOR2.SL.1.b.Build on others' talk in conversations by linking their comments to the remarks of others.CUMULATIVE PROGRESS INDICATOR2.SL.1.c.Ask for clarification and further explanation as needed about the topics and texts under discussion.CUMULATIVE SCONTENT AREA STRANDNJ.CC.2.Speaking and Listening Standards STRANDCONTENT STATEMENT2.SL.2.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.CONTENT STATEMENTS.L.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.CONTENT STATEMENTS.L.3.Presentation of Knowledge and IdeasCONTENT STATEMENT2.SL.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.CONTENT STATEMENT2.SL.6.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.CONTENT AREA STATEMENTNJ.CC.2.Language Standards	CONTENT STATEMENT	2.SL.1.	
PROGRESS INDICATORothers.CUMULATIVE PROGRESS INDICATOR2.SL.1.c.Ask for clarification and further explanation as needed about the topics and texts 	CUMULATIVE PROGRESS INDICATOR	2.SL.1.a.	listening to others with care, speaking one at a time about the topics and texts under
PROGRESS INDICATORunder discussion.CONTENT AREA (STANDARDNJ.CC.2.Speaking and Listening StandardsSTRANDComprehension and CollaborationCONTENT STATEMENT2.SL.2.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.CONTENT STATEMENT2.SL.3.Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic 	CUMULATIVE PROGRESS INDICATOR	2.SL.1.b.	
CONTENT AREA /STANDARDNJ.CC.2. SL.Speaking and Listening StandardsSTRANDComprehension and CollaborationCONTENT STATEMENT2.SL.2.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.CONTENT STATEMENT2.SL.3.Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic 	CUMULATIVE PROGRESS INDICATOR	2.SL.1.c.	
CONTENT STATEMENT2.SL.2.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.CONTENT STATEMENT2.SL.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.CONTENT AREA /STANDARDNJ.CC.2.Speaking and Listening StandardsSTRANDPresentation of Knowledge and IdeasCONTENT 	CONTENT AREA / STANDARD		Speaking and Listening Standards
STATEMENTpresented orally or through other media.CONTENT STATEMENT2.SL.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.CONTENT AREA 	STRAND		Comprehension and Collaboration
STATEMENTcomprehension, gather additional information, or deepen understanding of a topic or issue.CONTENT AREA / STANDARDNJ.CC.2. SL.Speaking and Listening StandardsSTRANDPresentation of Knowledge and IdeasCONTENT STATEMENT2.SL.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.CONTENT STATEMENT2.SL.6.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.CONTENT AREA / STANDARDNJ.CC.2. LLanguage Standards	CONTENT STATEMENT	2.SL.2.	
/ STANDARD SL. Intervention of Knowledge and Ideas STRAND Presentation of Knowledge and Ideas CONTENT 2.SL.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. CONTENT 2.SL.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CONTENT AREA NJ.CC.2. Language Standards	CONTENT STATEMENT	2.SL.3.	comprehension, gather additional information, or deepen understanding of a topic
CONTENT STATEMENT2.SL.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.CONTENT STATEMENT2.SL.6.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.CONTENT AREA / STANDARDNJ.CC.2.Language Standards	CONTENT AREA / STANDARD		Speaking and Listening Standards
STATEMENTstories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.CONTENT STATEMENT2.SL.6.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.CONTENT AREA 	STRAND		Presentation of Knowledge and Ideas
STATEMENT provide requested detail or clarification. CONTENT AREA NJ.CC.2. L. Language Standards	CONTENT STATEMENT	2.SL.5.	stories or recounts of experiences when appropriate to clarify ideas, thoughts, and
/ STANDARD L.	CONTENT STATEMENT	2.SL.6.	
STRAND Conventions of Standard English	CONTENT AREA / STANDARD	-	Language Standards
	STRAND		Conventions of Standard English

CONTENT STATEMENT	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	2.L.1.a.	Use collective nouns (e.g., group).
CUMULATIVE PROGRESS INDICATOR	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
CUMULATIVE PROGRESS INDICATOR	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CUMULATIVE PROGRESS INDICATOR	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy >boil).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Knowledge of Language
CONTENT STATEMENT	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	2.L.3.a.	Compare formal and informal uses of English.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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.
CUMULATIVE PROGRESS INDICATOR	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	2.L.4.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).
CUMULATIVE PROGRESS INDICATOR	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CUMULATIVE PROGRESS INDICATOR	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	2.L.5.a.	ldentify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CUMULATIVE PROGRESS INDICATOR	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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).

New Jersey Core Curriculum Content Standards

Language Arts

		Grade 2 - Adopted: 2014
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Keyldeas and Details
CONTENT STATEMENT	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CONTENT STATEMENT	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CONTENT STATEMENT	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STATEMENT	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STATEMENT	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT AREA / STANDARD	NJ.CC.2. RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	2.RL.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.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.d.	Decode words with common prefixes and suffixes.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
CUMULATIVE PROGRESS INDICATOR	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
CONTENT AREA / STANDARD	NJ.CC.2. RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS	2.RF.4.a.	Read on-level text with purpose and understanding.

		A set of a lower transformer through the second expression of a second expression of a
CUMULATIVE PROGRESS INDICATOR		Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CUMULATIVE PROGRESS INDICATOR	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.CC.2. W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	2.W.3.	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.
CONTENT AREA / STANDARD	NJ.CC.2. W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	NJ.CC.2. W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
	NJ.CC.2. SL.	Speaking and Listening Standards
		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR		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).
CUMULATIVE PROGRESS INDICATOR	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
CUMULATIVE PROGRESS INDICATOR		Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STATEMENT	2.SL.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.
CONTENT AREA / STANDARD	NJ.CC.2. SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	2.SL.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.
CONTENT STATEMENT	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	2.L.1.a.	Use collective nouns (e.g., group).
CUMULATIVE	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).

INDICATOR		
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CUMULATIVE PROGRESS INDICATOR	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy >boil).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Knowledge of Language
CONTENT STATEMENT	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	2.L.3.a.	Compare formal and informal uses of English.
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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.
CUMULATIVE PROGRESS INDICATOR	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	2.L.4.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).
CUMULATIVE PROGRESS INDICATOR	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CUMULATIVE PROGRESS INDICATOR	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT AREA / STANDARD	NJ.CC.2. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	2.L.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).

© 2015 EdGate Correlation Services, LLC. All Rights reserved. Contact Us - Privacy - Service Agreement