

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

Grade 2 - Adopted: 2014

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).

Unit 1

New Jersey Core Curriculum Content Standards

Language Arts

Grade 2 - Adopted: 2014

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.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.	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		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).

Unit 2

New Jersey Core Curriculum Content Standards
Language Arts
Grade 2 - Adopted: 2014

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.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.	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.
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).

Unit 3

Grade 2 - Adopted: 2014

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 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	2.RF.4.c.	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 PROGRESS	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->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).

Unit 4

New Jersey Core Curriculum Content Standards

Language Arts

Grade 2 - Adopted: 2014

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	NJ.CC.2.	Reading Standards for Literature

/ STANDARD	RL.	
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.2.	Identify 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.	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		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	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.

INDICATOR		
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.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.
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	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to

STATEMENT		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).
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	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		
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).

Unit 5

New Jersey Core Curriculum Content Standards
Language Arts
Grade 2 - Adopted: 2014

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 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.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.
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.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.	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

Grade 2 - Adopted: 2014

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 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.

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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.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.
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	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).

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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).