

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

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New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE
PROGRESS
INDICATOR

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE
PROGRESS
INDICATOR

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**

Reading Domain

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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****Writing Domain**

STRAND	W.IW.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
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CONTENT STATEMENT	A.	Introduce a topic clearly.
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CONTENT STATEMENT	B.	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
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CONTENT STATEMENT	C.	Provide a conclusion.
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**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.2.4 .	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
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CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
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CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
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**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.RW.2.7 .	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.2.1 .	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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New Jersey Student Learning Standards**Language Arts**

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE
PROGRESS
INDICATOR

C.

Supply adjectives in noun phrases to make them more precise or engaging.

CUMULATIVE
PROGRESS
INDICATOR

D.

Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE
PROGRESS
INDICATOR

G.

With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CUMULATIVE
PROGRESS
INDICATOR

A.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE
PROGRESS
INDICATOR

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**

Reading Domain

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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**

Writing Domain

STRAND	W.IW.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
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CONTENT
STATEMENT

A.

Introduce a topic clearly.

CONTENT
STATEMENT

B.

Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

CONTENT
STATEMENT

C.

Provide a conclusion.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND		Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	B.	Decode regularly spelled two-syllable words with long vowels.
CUMULATIVE PROGRESS INDICATOR	D.	Identify words with inconsistent but common spelling-sound correspondences.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	i.	Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	i.	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
INDICATOR	ii.	Complex consonant blends (scr, str, squ).

INDICATOR	v.	Contractions (we'll; I'm; they've; don't).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	C.	Words with suffixes that require:

INDICATOR	i.	consonant doubling (penning, slimmed).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	F.	Use an apostrophe to form contractions and frequently occurring possessives.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).

STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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**

Speaking and Listening Domain

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

**CONTENT
AREA /
STANDARD**

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STATEMENT		(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

A.

Know spelling-sound correspondences for common vowel teams.

CUMULATIVE
PROGRESS
INDICATOR

B.

Decode regularly spelled two-syllable words with long vowels.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR

i.

Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

INDICATOR

ii.

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR

i.

Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

INDICATOR

ii.

Complex consonant blends (scr, str, squ).

INDICATOR

iii.

Less common vowel teams for long vowels (ow, oo, au, ou, ue).

INDICATOR	iv.	Vowel-l-r combinations (turn, star, third, four/for).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:

INDICATOR	ii.	Are compounds comprising familiar parts (houseboat; yellowtail).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	C.	Words with suffixes that require:

INDICATOR	i.	consonant doubling (penning, slimmed).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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

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****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE
PROGRESS
INDICATOR

B.

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

CUMULATIVE
PROGRESS
INDICATOR

C.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND	RL.CT.2.8.	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.AS.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD **Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

CONTENT AREA / STANDARD **Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD **Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD **Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND		Fluency
CONTENT STATEMENT	L.RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	B.	Read grade-level text orally with accuracy, appropriate rate, and expression.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	i.	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
INDICATOR	ii.	Complex consonant blends (scr, str, squ).
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	iv.	Vowel-r combinations (turn, star, third, four/for).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling

CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	C.	Words with suffixes that require:

INDICATOR i. consonant doubling (penning, slimmed).

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

CUMULATIVE PROGRESS INDICATOR C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT AREA / STANDARD

Reading Domain

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
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STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
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STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4 .	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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		Writing Domain
STRAND	W.RW.2.7 .	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.2.1 .	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 04: Unit 1 Note Making and Outlines, p. 59-65

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

A.

Know spelling-sound correspondences for common vowel teams.

CUMULATIVE
PROGRESS
INDICATOR

B.

Decode regularly spelled two-syllable words with long vowels.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR

ii.

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	iv.	Vowel-r combinations (turn, star, third, four/for).
INDICATOR	vi.	Homophones (bear, bare; past, passed).
INDICATOR	vii.	Plurals and possessives (its, it's).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**CONTENT
AREA /
STANDARD**

Reading Domain

STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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**

Writing Domain

STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
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**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
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**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 05: Unit 1 Note Making and Outlines, p. 67-73

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
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**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

A.

Know spelling-sound correspondences for common vowel teams.

CUMULATIVE
PROGRESS
INDICATOR

B.

Decode regularly spelled two-syllable words with long vowels.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR

ii.

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	i.	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
INDICATOR	ii.	Complex consonant blends (scr, str, squ).
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	iv.	Vowel-r combinations (turn, star, third, four/for).
INDICATOR	vii.	Plurals and possessives (its, it's).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:
INDICATOR	ii.	Are compounds comprising familiar parts (houseboat; yellowtail).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	C.	Words with suffixes that require:
INDICATOR	i.	consonant doubling (penning, slimmed).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	F.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).

STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD**

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
--------	--	--

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
--------	--	--

CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Reading Language

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

B.

Decode regularly spelled two-syllable words with long vowels.

CUMULATIVE
PROGRESS
INDICATOR

C.

Decode words with common prefixes and suffixes.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR

ii.

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR iv. Vowel-r combinations (turn, star, third, four/for).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:

INDICATOR ii. Are compounds comprising familiar parts (houseboat; yellowtail).

INDICATOR iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR C. Supply adjectives in noun phrases to make them more precise or engaging.

CUMULATIVE PROGRESS INDICATOR D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE PROGRESS INDICATOR G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 07: Unit 2 Summarizing from Notes, p. 85-91

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND		Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
CUMULATIVE PROGRESS INDICATOR	B.	Decode regularly spelled two-syllable words with long vowels.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
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INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
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INDICATOR	iv.	Vowel-r combinations (turn, star, third, four/for).
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
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CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
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CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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).
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CUMULATIVE PROGRESS INDICATOR	C.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD		Reading Domain
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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		Writing Domain
STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT
STATEMENT

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

A.

Know spelling-sound correspondences for common vowel teams.

CUMULATIVE PROGRESS INDICATOR	B.	Decode regularly spelled two-syllable words with long vowels.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	vi.	Homophones (bear, bare; past, passed).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)

CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 09: Unit 2 Summarizing from Notes, p.101-107

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

A.

Know spelling-sound correspondences for common vowel teams.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR

ii.

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR

iii.

Less common vowel teams for long vowels (ow, oo, au, ou, ue).

INDICATOR

iv.

Vowel-r combinations (turn, star, third, four/for).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:

INDICATOR

ii.

Are compounds comprising familiar parts (houseboat; yellowtail).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	E.	Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**CONTENT
AREA /
STANDARD**

Reading Domain

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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**

Writing Domain

STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
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**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 10: Unit 2 Summarizing from Notes, p.109-115

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

INDICATOR vi. Homophones (bear, bare; past, passed).

INDICATOR vii. Plurals and possessives (its, it's).

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR C. Supply adjectives in noun phrases to make them more precise or engaging.

CUMULATIVE PROGRESS INDICATOR D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE PROGRESS INDICATOR G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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	C.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
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STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
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STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
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STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
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STRAND	RL.MF.2.6.	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
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CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 11: Unit 2 Summarizing from Notes, p.117-123

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND		Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
CUMULATIVE PROGRESS INDICATOR	C.	Decode words with common prefixes and suffixes.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	i.	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
INDICATOR	ii.	Complex consonant blends (scr, str, squ).
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	v.	Contractions (we'll; I'm; they've; don't).

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:
INDICATOR	ii.	Are compounds comprising familiar parts (houseboat; yellowtail).
INDICATOR	iii.	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	C.	Words with suffixes that require:
INDICATOR	i.	consonant doubling (penning, slimmed).

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE PROGRESS INDICATOR	F.	Use an apostrophe to form contractions and frequently occurring possessives.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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	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	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	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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****Writing Domain**

STRAND	W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 12: Unit 2 Summarizing from Notes, p.125-131

New Jersey Student Learning Standards**Language Arts**

Grade 2 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD**

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Reading Language

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

A.

Know spelling-sound correspondences for common vowel teams.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR

ii.

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
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INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
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INDICATOR	v.	Contractions (we'll; I'm; they've; don't).
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:

INDICATOR	ii.	Are compounds comprising familiar parts (houseboat; yellowtail).
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR	F.	Use an apostrophe to form contractions and frequently occurring possessives.
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CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RL.TS.2.4 .	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Speaking and Listening Domain	
STRAND	SL.PE.2.1 .	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
CUMULATIVE PROGRESS INDICATOR	C.	Decode words with common prefixes and suffixes.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	iv.	Vowel-r combinations (turn, star, third, four/for).
INDICATOR	v.	Contractions (we'll; I'm; they've; don't).
INDICATOR	vi.	Homophones (bear, bare; past, passed).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:
INDICATOR	ii.	Are compounds comprising familiar parts (houseboat; yellowtail).
INDICATOR	iii.	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	F.	Use an apostrophe to form contractions and frequently occurring possessives.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

CONTENT STATEMENT

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND

Phonics and Word Recognition

CONTENT STATEMENT

L.RF.2.3.

Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
CUMULATIVE PROGRESS INDICATOR	C.	Decode words with common prefixes and suffixes.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:
INDICATOR	ii.	Are compounds comprising familiar parts (houseboat; yellowtail).
INDICATOR	iii.	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE
PROGRESS
INDICATOR

A.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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

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

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

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**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE
PROGRESS
INDICATOR

B.

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
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CUMULATIVE PROGRESS INDICATOR	C.	Decode words with common prefixes and suffixes.
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CONTENT
AREA /
STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
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CONTENT
AREA /
STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR	i.	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
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INDICATOR	ii.	Complex consonant blends (scr, str, squ).
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INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
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CONTENT
AREA /
STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:

INDICATOR	iii.	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
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INDICATOR	iii.	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
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CONTENT
AREA /
STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	C.	Words with suffixes that require:
INDICATOR	i.	consonant doubling (penning, slimmed).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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	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	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.2.7.	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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New Jersey Student Learning Standards**Language Arts**

Grade 2 - Adopted: 2023

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT		(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
CUMULATIVE PROGRESS INDICATOR	C.	Decode words with common prefixes and suffixes.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	iv.	Vowel-r combinations (turn, star, third, four/for).
INDICATOR	v.	Contractions (we'll; I'm; they've; don't).
INDICATOR	vi.	Homophones (bear, bare; past, passed).
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling

CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:

INDICATOR iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE PROGRESS INDICATOR F. Use an apostrophe to form contractions and frequently occurring possessives.

CUMULATIVE PROGRESS INDICATOR G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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 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 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

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4 .	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.NW.2.3 .	Write narratives based on real or imagined experiences or events with basic story elements.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing characters; organize an event sequence.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.2.4 .	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
CUMULATIVE PROGRESS INDICATOR	B.	Decode regularly spelled two-syllable words with long vowels.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	v.	Contractions (we'll; I'm; they've; don't).
INDICATOR	vi.	Homophones (bear, bare; past, passed).
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.

CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:
INDICATOR	ii.	Are compounds comprising familiar parts (houseboat; yellowtail).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	F.	Use an apostrophe to form contractions and frequently occurring possessives.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)

CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4 .	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.NW.2.3 .	Write narratives based on real or imagined experiences or events with basic story elements.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing characters; organize an event sequence.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.2.4 .	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND	SL.PI.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

A.

Know spelling-sound correspondences for common vowel teams.

CUMULATIVE
PROGRESS
INDICATOR

B.

Decode regularly spelled two-syllable words with long vowels.

CUMULATIVE
PROGRESS
INDICATOR

C.

Decode words with common prefixes and suffixes.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR

ii.

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR

iii.

Less common vowel teams for long vowels (ow, oo, au, ou, ue).

INDICATOR

iv.

Vowel-r combinations (turn, star, third, four/for).

INDICATOR	vi.	Homophones (bear, bare; past, passed).
INDICATOR	vii.	Plurals and possessives (its, it's).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:
INDICATOR	iii.	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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	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	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.NW.2.3.	Write narratives based on real or imagined experiences or events with basic story elements.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing characters; organize an event sequence.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD	Speaking and Listening Domain	

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

A.

Know spelling-sound correspondences for common vowel teams.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR

ii.

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	iv.	Vowel-r combinations (turn, star, third, four/for).
INDICATOR	vi.	Homophones (bear, bare; past, passed).
INDICATOR	vii.	Plurals and possessives (its, it's).

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	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	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RI.CI.2.2.	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.2.7.	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

New Jersey Student Learning Standards**Language Arts**

Grade 2 - Adopted: 2023

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE
PROGRESS
INDICATOR

A.

Know spelling-sound correspondences for common vowel teams.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR

ii.

Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR

iii.

Less common vowel teams for long vowels (ow, oo, au, ou, ue).

INDICATOR

iv.

Vowel-r combinations (turn, star, third, four/for).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE
PROGRESS
INDICATOR

C.

Supply adjectives in noun phrases to make them more precise or engaging.

CUMULATIVE
PROGRESS
INDICATOR

D.

Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.IW.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.

CONTENT STATEMENT	C.	Provide a conclusion.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 21: Unit 4 Summarizing a Reference, p. 203-209

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
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CUMULATIVE PROGRESS INDICATOR	C.	Decode words with common prefixes and suffixes.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:

INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:

INDICATOR	iii.	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RI.CI.2.2.	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.IW.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
CONTENT STATEMENT	C.	Provide a conclusion.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.2.7.	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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CONTENT
STATEMENT

B.

Build on others' talk in conversations by linking their explicit comments to the remarks of others.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 22: Unit 4 Summarizing a Reference, p. 211-217

New Jersey Student Learning Standards**Language Arts**

Grade 2 - Adopted: 2023

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT
STATEMENT

(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

CONTENT
STATEMENT

(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

CONTENT
STATEMENT

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know spelling-sound correspondences for common vowel teams.
CUMULATIVE PROGRESS INDICATOR	C.	Decode words with common prefixes and suffixes.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.2.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write the most common graphemes (letters or letter groups) for each phoneme, for example:
INDICATOR	ii.	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR	i.	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
INDICATOR	ii.	Complex consonant blends (scr, str, squ).
INDICATOR	iii.	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
INDICATOR	iv.	Vowel-r combinations (turn, star, third, four/for).
INDICATOR	v.	Contractions (we'll; I'm; they've; don't).
INDICATOR	vi.	Homophones (bear, bare; past, passed).

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	B.	Regular two- and three-syllable words that:

INDICATOR	ii.	Are compounds comprising familiar parts (houseboat; yellowtail).
INDICATOR	iii.	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	C.	Words with suffixes that require:

INDICATOR	i.	consonant doubling (penning, slimmed).
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
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CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
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CUMULATIVE PROGRESS INDICATOR	F.	Use an apostrophe to form contractions and frequently occurring possessives.
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CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.2.2.	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	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).
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CUMULATIVE PROGRESS INDICATOR	C.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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CUMULATIVE PROGRESS INDICATOR	D.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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**CONTENT
AREA /
STANDARD**

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	B.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**CONTENT
AREA /
STANDARD**

Reading Domain

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RI.CI.2.2.	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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**

Writing Domain

STRAND	W.IW.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
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CONTENT STATEMENT	C.	Provide a conclusion.
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**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
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CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
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CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
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**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.WR.2.5.	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
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STRAND	W.SE.2.6.	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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CONTENT
STATEMENT

B.

Build on others' talk in conversations by linking their explicit comments to the remarks of others.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 23: Unit 4 Summarizing a Reference, p. 219-225

New Jersey Student Learning Standards**Language Arts**

Grade 2 - Adopted: 2023

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE
PROGRESS
INDICATOR

C.

Supply adjectives in noun phrases to make them more precise or engaging.

CUMULATIVE
PROGRESS
INDICATOR

D.

Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE
PROGRESS
INDICATOR

G.

With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE
PROGRESS
INDICATOR

A.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE
PROGRESS
INDICATOR

B.

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

CUMULATIVE
PROGRESS
INDICATOR

C.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
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STRAND	RI.CI.2.2.	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4 .	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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		Writing Domain
STRAND	W.IW.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
CONTENT STATEMENT	C.	Provide a conclusion.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.2.4 .	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WR.2.5.	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
STRAND	W.SE.2.6.	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
STRAND	W.RW.2.7 .	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.2.1 .	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 24: Unit 4 Summarizing a Reference, p. 227-233

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.2.2.	Demonstrate command of the conventions of encoding and spelling.
CUMULATIVE PROGRESS INDICATOR	A.	Regular, single-syllable words that include:

INDICATOR vi. Homophones (bear, bare; past, passed).

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE PROGRESS INDICATOR C. Supply adjectives in noun phrases to make them more precise or engaging.

CUMULATIVE PROGRESS INDICATOR D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE PROGRESS INDICATOR G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

CUMULATIVE PROGRESS INDICATOR	C.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RI.CI.2.2.	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4.	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.IW.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
CONTENT STATEMENT	C.	Provide a conclusion.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.2.7.	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
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CONTENT AREA / STANDARD		Speaking and Listening Domain
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STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	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	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

STRAND	RL.MF.2.6.	With prompting and support, 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		Writing Domain
STRAND	W.WP.2.4.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.RW.2.7.	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 26: Unit 5 Writing from Pictures, p. 247-253

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD	Reading Domain Anchor Statements
STRAND	Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	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	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4 .	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2. 6.	With prompting and support, 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	Writing Domain	
STRAND	W.WP.2.4 .	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.2.1 .	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT
STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND

Sentence Composition (Grammar, Syntax, and Punctuation)

CONTENT
STATEMENT

L.WF.2.3.

Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE
PROGRESS
INDICATOR

C.

Supply adjectives in noun phrases to make them more precise or engaging.

CUMULATIVE
PROGRESS
INDICATOR

D.

Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE
PROGRESS
INDICATOR

G.

With assistance, link sentences into a simple, cohesive paragraph with a main idea.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	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	Reading Domain	
STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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	Writing Domain	
STRAND	W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 28: Unit 5 Writing from Pictures, p. 263-269

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	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****Reading Domain**

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

STRAND	RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
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STRAND	RL.MF.2.6.	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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CONTENT AREA / STANDARD

Writing Domain

STRAND	W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
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CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
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CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
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CONTENT AREA / STANDARD

Writing Domain

STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
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CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
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CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
CUMULATIVE PROGRESS INDICATOR	C.	Supply adjectives in noun phrases to make them more precise or engaging.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
CUMULATIVE PROGRESS INDICATOR	G.	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE
PROGRESS
INDICATOR

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****Reading Domain**

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4 .	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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****Writing Domain**

STRAND	W.IW.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
CONTENT STATEMENT	A.	Introduce a topic clearly.
CONTENT STATEMENT	B.	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Provide a conclusion.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.WP.2.4 .	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.

CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Week 30: Unit 7 Inventive Writing, p. 281-287

New Jersey Student Learning Standards

Language Arts

Grade 2 - Adopted: 2023

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.2.3.	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

CUMULATIVE
PROGRESS
INDICATOR

C.

Supply adjectives in noun phrases to make them more precise or engaging.

CUMULATIVE
PROGRESS
INDICATOR

D.

Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

CUMULATIVE
PROGRESS
INDICATOR

G.

With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.2.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE
PROGRESS
INDICATOR

A.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**CONTENT
AREA /
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.2.3.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE
PROGRESS
INDICATOR

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****Reading Domain**

STRAND	RL.CI.2.2.	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
STRAND	RL.IT.2.3.	Describe how characters in a story respond to major events and challenges using key details within a text.
STRAND	RI.IT.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
STRAND	RL.TS.2.4 .	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
STRAND	RL.MF.2.6.	With prompting and support, 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**

Writing Domain

STRAND	W.IW.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information.
CONTENT STATEMENT	A.	Introduce a topic clearly.
CONTENT STATEMENT	B.	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Provide a conclusion.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.WP.2.4 .	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
CONTENT STATEMENT	B.	Participate in self-evaluation of written work.
CONTENT STATEMENT	C.	With feedback and digital or print tools such as a primary dictionary, find and correct errors.

**CONTENT
AREA /
STANDARD**

Writing Domain

STRAND	W.RW.2.7 .	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
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**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.PE.2.1 .	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.