



Grade 2: New Jersey Student Learning Standards for English Language Arts Prerequisite Standards and Learning Objectives

Unit 1

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student's understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists Supporting Standards, which are the remaining grade level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example, in Unit 1, ***two-syllable words with long vowels*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

The primary focus of Unit 1 is on both enhancing the increasing independence that students gain as readers and writers as well as their skills as collaborators with their peers.

Grade 2: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

With a continued focus on the reading foundation standards, this unit outlines a path towards the intentional use of the remaining standards to support the acquisition and mastery of the focus standards. As a part of the reading instruction, students will continue to advance their skills phonics, fluency, and accuracy. As students demonstrate understanding and proficiency with these skills, other standards such as using context, questioning the text and identifying the relationship of a text's structure to its meaning can be integrated to build knowledge and vocabulary.

Finally, students serve as active participants in large and smaller group discussions that collaboratively create norms and build on each other's ideas. By the end of the year, students will read and comprehend both literary and informational texts independently.

Unit 1, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.2.10. Read and comprehend *literature,* including stories and poetry, at grade level text complexity or above *with scaffolding as needed.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none">the purpose of reading is to understand stories and poetry at grade level or above, with scaffolding as needed*independently read and comprehend literature, including stories and poetry, at grade level*	<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none">*read and comprehend first grade level texts, with prompting and support*	<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled *two-syllable words with long vowels.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> *decode regularly spelled two-syllable words with long vowels* 	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> *decode regularly spelled one-syllable words* 	<p>RF.2.3. A. Know spelling-sound correspondences for common vowel teams.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>E. *Recognize and read grade appropriate irregularly spelled words.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> *recognize and read grade appropriate irregularly spelled words* 	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> *decode basic two-syllable words by breaking the words into syllables and using knowledge that every syllable must have a vowel sound* 	<p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ it is important to read grade-level text accurately and fluently to help us understand what we are reading ▪ read grade-level text with purpose and understanding 	<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ it is important to read grade-level text with sufficient accuracy and fluency to support comprehension ▪ read grade-level text with purpose and understanding 	<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read grade-level text orally with accuracy, appropriate rate, and expression 	<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read grade-level text orally with accuracy, appropriate rate, and expression 	<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p>

Grade 2: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Unit 1, Module B

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>*grade 2* topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., <i>*gaining the floor in respectful ways,*</i> listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by <i>*linking their explicit comments to the remarks of others.*</i></p> <p>C. Ask for clarification <i>*and further explanation*</i> as needed about the topics and texts under discussion.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ participate in conversations with different partners about 2nd <i>grade topics and texts</i> in small and large groups with peers and adults ▪ follow agreed-upon norms for discussions ▪ actively listen and respond to others' remarks 	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ follow rules that we have all agreed to ▪ <i>*build on other's ideas by responding to comments*</i> ▪ talk with many different people about first grade topics and texts ▪ ask questions when we are confused about a topic during a conversation 	<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none">▪ *build on others' talk in conversations by linking their comments to the topic*▪ ask questions to gain comprehension about the topic and text under discussion		

Grade 2: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 2

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

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Rationale for Unit Focus

The primary focus of unit two is advancing the student’s use of reading strategies to connect words and phrases to their meanings. While interacting with grade level informational texts, students engage in reading foundational standards and skills such as “knowing spelling sound correspondences for common vowel teams” and “identifying words with inconsistent but common spelling sound correspondences.” To reinforce and deepen the learning of these focus standards, skills in reading informational text that highlight the identification of main topic and purpose of a text are included as supporting standards.

Also highlighted are language standards and related skills that require students to determine or clarify the meaning of grade appropriate words. As these standards are inseparable from reading and writing, standards in these strands are listed as supporting standards to expand young readers’ independence in engaging with text as they read to build knowledge.

Grade 2: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit

Unit 2, Module A

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>RI.2.1. Ask and answer such questions as <i>*who, what, where, when, why, and how to demonstrate understanding*</i> of key details in a text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text* ▪ *answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text* 	<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *ask questions about key details in a text* ▪ *answer questions about key details in a text* 	<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

<p>RI.2.4. *Determine the meaning of words and phrases in a text relevant to a grade 2* topic or subject area.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area* 	<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *ask and answer questions to help determine the meaning of words and phrases in a text* ▪ ask and answer questions to help clarify the meaning of words and phrases in a text 	<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know spelling-sound correspondences for common vowel teams. D. Identify words with inconsistent but common spelling-sound correspondences. <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> E. Use adjectives and adverbs and choose between them depending on what is to be modified.
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Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. *Know spelling-sound correspondences for common vowel teams.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ there are grade-level skills we can apply to decode words ▪ *there are spelling-sound patterns for common vowel teams* 	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)* 	<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases 	<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 1 reading and content, choosing from various strategies 	<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Use adjectives and adverbs and choose between them depending on what is to be modified.</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ demonstrate understanding of figurative language, word relationships and nuances in word meanings ▪ identify real-life connections between words and their use 	<p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>) 	<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ distinguish shades of meaning among closely related verbs 	<p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings 	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>F. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

Grade 2: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 2, Module B

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ identify words with irregular spelling-sound patterns 	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>B. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ the final -e and specific common vowel team conventions represent long vowel sounds ▪ distinguish long and short vowels when reading regularly spelled one-syllable words 	<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ we can recall information from experiences or gather information from provided sources to answer a question ▪ recall information from experiences to answer a question ▪ gather information from provided sources to answer a question 	<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question ▪ with guidance and support from adults, recall information from experiences to answer a question ▪ with guidance and support from adults, gather information from provided sources to answer a question 	<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>B. *Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ determine the meaning of the new word formed using knowledge of prefixes 	<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ Use frequently occurring affixes and inflection as clue to the meaning of a word ▪ Identify frequently occurring root words 	<p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

Grade 2: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 3

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade-level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student’s understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade-level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year align to the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade-level standard as listed on the left. The third column lists Supporting Standards, which are the remaining grade-level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade-level standard, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example, in Unit 3, ***decode words with common prefixes*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

The ELA focus standards as outlined by Student Achievement Partners have been mostly included in Units 1 and 2 of the Prerequisite Concepts and Skills. Though this unit may repeat some of the focus standards to enhance students’ access to grade-level material, it is recommended that school districts employ formative practices to ascertain the areas of focus that best address the learning needs of students.

The primary focus of unit three is strengthening the student’s use of reading strategies that deepen their understanding and connection to more complex text. The students are now expected to move fluidly between fiction and informative texts, answering questions about what they read while demonstrating their understanding of the text. Students are expected to “compare and contrast the most important points presented by two texts on the same topic”, as well as read more complex fictional stories such as fables and folktales and “determine their central message/theme, lesson, or moral.

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

In Unit 3, students continue to develop their language skills. They are learning to move flexibly through their skills sets to define words, looking at prefixes, suffixes, and roots. Writing is becoming more complex as students learn to use words that do not follow conventional spelling rules.

Students are applying the skills acquired through more complex text and conversations in their writing.

Throughout the year, the following overarching standards should be incorporated in every unit:

- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Unit 3, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.2.1. Ask and answer *such questions as who, what, where, when, why, and how to demonstrate understanding* of key details in a text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text* ▪ *answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text* 	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ identify key details in a text (e.g. who, what, when, where, why, how) ▪ *ask questions about details in a text (e.g. who, what, when, where, why, how)* ▪ *answer questions about details in a text (e.g. who, what, when, where, why, how)* 	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p>
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes,</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>C. *Decode words with common prefixes and suffixes.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *decode words with common prefixes* ▪ *decode words with common suffixes* 	<p>B. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>C. *Decode regularly spelled one-syllable words.*</p> <p>D. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>E. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>F. *Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.*</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ there are grade-level skills we can apply to decode words ▪ there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound) ▪ *decode regularly spelled one-syllable words* 	<p>repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<ul style="list-style-type: none"> ▪ the final -e and specific common vowel team conventions represent long vowel sounds ▪ distinguish long and short vowels when reading regularly spelled one-syllable words ▪ *decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound* 	
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>C. *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use known root words to determine the meaning of unknown words with the same root* ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases 	<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>C. *Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).*</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *identify root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)* ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases 	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Decode words with common prefixes and suffixes.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>when reading</p> <ul style="list-style-type: none">▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 2 reading and content choosing from various strategies	<p>when reading</p> <ul style="list-style-type: none">▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 1 reading and content, choosing from various strategies	

Grade 2: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 3, Module B

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.2.9. *Compare and contrast the most important points presented by two texts on the same topic.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *we can compare and contrast important points presented by two texts on the same topic* ▪ *compare the most important points presented by two texts on the same topic* ▪ *contrast the most important points presented by two texts on the same topic* 	<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ texts have similarities and differences ▪ *identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures)* ▪ *identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures)* 	<p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Unit 4

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student's understanding of ELA standards. The organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year follow the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Prerequisite Concepts and Skills, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists Supporting Standards, which are the remaining grade level standards that could be integrated into instruction to support the instruction of focus standards. Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example, in Unit 4, ***including using adjectives and adverbs to describe*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

In this unit, the students are learning to use their strategies more fluently while reading. More independence is expected as the students deepen their learning of the structure and features of literature. Student read various types of literary texts and analyze the characters, events and structures. Using the literary texts as mentor texts, students write their own narratives to experience a variety of narrative writing styles. Within the writing process, writers will strengthen writing as needed through self-reflection, revising, and editing.

Throughout the year, the following overarching standards should be incorporated in every unit:

- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Unit 4, Module A

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> it is important to read grade-level text accurately and fluently to help us understand what we are reading read grade-level text with purpose and understanding 	<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> it is important to read grade-level text with sufficient accuracy and fluency to support comprehension. read grade-level text with purpose and understanding 	<p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
<p>RI.2.10. *Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> *read and comprehend second grade history/social studies, science, and technical texts with scaffolding as needed* 	<p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> *read and comprehend first grade informational texts with teacher support* 	<p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>We are learning to/that...</p>	<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p>

Grade 2: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objectives	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<ul style="list-style-type: none"> ▪ we can recall information from experiences or gather information from provided sources to answer a question ▪ recall information from experiences to answer a question ▪ gather information from provided sources to answer a question 	<p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question ▪ with guidance and support from adults, recall information from experiences to answer a question ▪ with guidance and support from adults, gather information from provided sources to answer a question 	<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, *including using adjectives and adverbs to describe* (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ use words and phrases we have learned through conversations, being read to, and reading ▪ *adjectives and adverbs are used to describe other words* ▪ *use adjectives and adverbs that we have read or heard* 	<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ conjunctions signal simple relationships. ▪ *use words and phrases we have learned through conversations, reading and being read to, and when responding to texts, including common conjunctions* 	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>