

ELA Model Curriculum- Grade 2

The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit: <http://www.state.nj.us/education/modelcurriculum>

For more information on the Common Core State Standards please visit: <http://www.corestandards.org/ELA-Literacy/>

Treasures Series Online Resources:

<http://leveledreaderdatabase.macmillanmh.com/lrdb/search.form>

http://activities.macmillanmh.com/reading/treasures/html/main_student.html

http://www.mhschool.com/reading/treasure_workbooks/national.html

RAZ Kids: (check with your child's teacher for login) <http://www.raz-kids.com/main/Login>

ELA Model Curriculum- Grade 2

Unit 1	Months: September/October
Standard number	Student Learning Goal
RL.2.1	Answer questions such as who, what where, when, and how about key details in a text.
RL.2.3	Describe how characters respond to major events and challenges in a story.
RL.2.5	Describe the overall structure of a story.
RL.2.5	Describe how the beginning of a story introduces the story and the ending concludes the action.
RL.2.7	Write a description of characters, setting, or plot using information from illustrations and key words from the text (print or digital).
RL.2.4	Identify examples of rhymes and describe how they supply rhythm and meaning in a story, poem, or song.
RL.2.6; SL.2.6	Describe differences in story characters' points of view in complete sentences, including using a different voice for each character when reading dialogue aloud.
SL.2.1.a,b,c; L.2.6	Participate in small groups following agreed-upon rules in order to explore grade two concepts addressed across the curriculum, recognizing aspects of discussion (e.g., respectful ways of listening, speaking one at a time, building on others' talk) and asking for clarification when necessary using familiar words and phrases.
W.2.3; L.2.1.d; L.2.2.d	Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs, and a closing sentence.
W.2.5; L.2.1.f; L.2.2.e	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences and checking and correcting spelling using beginning dictionaries as needed.
L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children).
L.2.4.d	Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse).
L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are sweet).
L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny).
L.2.2.a	Capitalize holidays, product names, and geographic names.
L.2.2.b	Use commas in greetings and closings of letters.
L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
RI.2.2	Identify the main topic of a multiparagraph text.
RI.2.4; L.2.4.a	Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context.
RF.2.3.a	Read regularly spelled one syllable words correctly by distinguishing long and short vowels.

ELA Model Curriculum- Grade 2

RF.2.3.b,c,f	Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams.
RF.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Confirm or self-correct words using context.

ELA Model Curriculum- Grade 2

Unit 2:	November/December
Standard number	Student Learning Goal
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.7	Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.
RI.2.1	Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.
RI.2.4; RI.2.5	Identify and use various text features (e.g., <i>captions</i>), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic.
RI.2.6	Identify the main purpose of a text and what the author wants to answer, explain, or describe.
RI.2.7	Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.2.3.a	Read regularly spelled one-syllable words correctly by distinguishing long and short vowels.
RF.2.3.b	<ul style="list-style-type: none"> • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. <i>ai, ea, ee, ie, oa, oo</i>). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. <i>au, ou/ow, oi/oy</i>). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for r-controlled vowels (e.g. <i>ar, er, ir, or, ur</i>). • Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, vowel diphthongs, and r-controlled vowels.
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.f	Sight-read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.
RF.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Apply decoding skills and use punctuation as cues to read grade-level text with appropriate rate, and expression.
RF.2.4.c	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.2; W.2.8	Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement.
W.2.7	Work with a group to research a topic and generate ideas for an informational paragraph.
W.2.5; L.2.2.e	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing and checking and correcting spelling using beginning dictionaries and other reference materials.
W.2.6	With guidance and support, produce and publish a writing piece using digital tools

ELA Model Curriculum- Grade 2

	(e.g., a wiki).
SL.2.1.a,b,c	Develop textual connections and meaning through book discussions and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in a group setting.
SL.2.2	Recount or describe key ideas and details from a text or information presented in any form (e.g., read aloud, movie, book on tape).
SL.2.3	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.
SL.2.4; SL.2.6	Tell a story using coherent sentences, appropriate facts and relevant, descriptive details, speaking audibly.
SL.2.5	Produce audio recordings of stories or poems, adding drawings or visual displays of experiences appropriately to clarify ideas, thoughts, and feelings.
L.2.1. a, c, e	Use collective nouns (e.g., team), reflexive pronouns (e.g., myself), adjectives, and adverbs appropriately when writing or speaking.
L.2.2.b	Compose a friendly letter in which commas are used correctly in a greeting and closing.
L.2.2.e; L.2.4.e	Check the spelling and clarify the meaning of words or phrases using a print or digital dictionary.

ELA Model Curriculum- Grade 2

Unit 3:	January/February
Standard number	Student Learning Goal
RL.2.1	Describe key details of a read text by asking questions such as who, what, where, when, why, and how.
RL.2.2	Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures.
RL.2.3	Describe how characters respond to major story events and challenges.
RL.2.4	Describe the feeling and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the structure of a story including a description of the introduction and closing action.
RL.2.6	Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' points of view.
RL.2.7	Use print or digital text and illustrations to develop understanding of characters, setting, or plot.
RL.2.9	Outline the similarities and differences between two versions of the same story (e.g., Cinderella stories) written from the perspective of two different cultures or authors.
RI.2.4	Determine the meaning of words and phrases in a text using text features and context clues.
RF.2.3.b	<ul style="list-style-type: none"> • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. <i>au</i>, <i>ou/ow</i>, <i>oi/oy</i>). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for (e.g. <i>ar</i>, <i>er</i>, <i>ir</i>, or <i>ur</i>). • Apply vowel pattern pronunciation generalizations to read words with these vowel diphthongs and r-controlled vowels.
RF.2.3.d	Decode words with common prefixes (e.g., <i>un-</i> , <i>dis-</i> , <i>re-</i> , pre-, mis) and common suffixes (e.g., <i>-ful</i> , <i>-less</i> , <i>er</i>)
RF.2.3.e	Identify common irregularly spelled words (e.g., <i>bread</i> , <i>love</i> , <i>would</i> , <i>could</i> , <i>their</i> , <i>there</i> , <i>none</i> , <i>both</i>).
RF.2.3.f	Read grade-appropriate irregularly spelled words.
RF.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.1	Write text focused on a clearly stated opinion on a topic or book including reasons supporting the opinion, linking words to connect ideas, and a concluding statement.
W.2.3; L.2.1.b,d	Apply the writing process to develop a narrative paragraph that includes an event or series of events, including details describing actions, thoughts and feelings and a concluding statement. Use time order words, irregular plural nouns, and past tense irregular verbs.
W.2.5; L.2.1.f	With guidance and support from adults and peers, focus on a topic and

ELA Model Curriculum- Grade 2

	strengthen writing as needed by revising and editing simple and compound sentences.
W.2.6	With guidance and support, work with a group to produce and publish a writing piece using digital tools (e.g., laptops).
SL.2.1.a,b	Take turns responding to grade two topics and texts in small (or larger) group discussions, and when appropriate respond to comments provided by peers and build on comments provided.
SL.2.1.c	Ask for additional information as needed from peers when discussing a read text.
SL.2.2	Recount or describe key story details or facts of a text shared orally or through other media.
SL.2.3	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.
SL.2.6	Speak in complete sentences when appropriate to task and situation in order to provide information to others.
L.2.1.a,c,e	Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.
L.2.2.a	Capitalize holidays, product names, and geographic names.
L.2.2.c	Use an apostrophe to form contractions and common possessives.
L.2.4.c	Apply the knowledge of common root words to understand the meaning of unknown words with the same root.

ELA Model Curriculum- Grade 2

Unit 4:	March/April
Standard number	Student Learning Goal
RL.2.4	Describe the feelings and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the structure of a story, including a description of the introduction and closing action.
RL.2.7	Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.
RL.2.9	Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors.
RI.2.1	Show comprehension of an event found in an informational text by asking and answering questions about key details such as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> .
RI.2.2; RI.2.6	Determine the focus of specific paragraphs within informational text along with the main topic of a text that includes what the author wants to answer, explain, or describe.
RI.2.3	Using informational texts, describe connections between scientific ideas or concepts.
RI.2.4; RI.2.5	Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.
RI.2.7	Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.2.3.b	Apply vowel pattern pronunciation generalizations to correctly read words with vowel digraphs, vowel diphthongs, and r-controlled vowels.
RF.2.3.d	Decode words with common prefixes (e.g., <i>un-</i> , <i>dis-</i> , <i>re-</i> , pre- , mis) and suffixes (e.g., <i>-ful</i> , <i>-less</i> , <i>-er</i>).
RF.2.3.e	Identify grade-appropriate commonly and irregularly spelled words (e.g., <i>bread</i> , <i>love</i> , <i>would</i> , <i>could</i> , <i>their</i> , <i>there</i> , <i>none</i> , <i>both</i>).
RF.2.3.f	Read grade-appropriate irregularly spelled words.
RF.2.4.a	Read grade-level text with purpose and understanding.
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.c	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.2	Apply the writing process to develop an informative/explanatory composition that introduces the topic, provides researched facts and

ELA Model Curriculum- Grade 2

	definitions to develop specific points, and includes a closing sentence.
W.2.5; L.2.1.f; L.2.2.e	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences as well as check and correct spellings by using beginning dictionaries or other reference materials.
W.2.6	With guidance and support, work with a group of peers to produce and publish a piece using digital tools (e.g., a wiki).
W.2.8	Compose a response to a question based on recalled experiences or information gathered from provided sources.
SL.2.1.a,b,c	Through respectful interchange and balanced participation, develop textual connections and meaning through book discussions in small and larger group settings to clarify understanding.
SL.2.3	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.
SL.2.6	Produce complete sentences when appropriate to task or situation in order to provide information to others.
L.2.4.b	Using both the meaning of a known prefix and a known root word, define a newly formed word in which the prefix was added to the root word.
L.2.4.e	Determine or clarify the meaning of unfamiliar words using a glossary or beginning dictionary (print or digital).
L.2.6	Use familiar words and phrases acquired through conversations, reading and being reading to and responding to texts, including adjectives and adverbs to describe appropriately.

ELA Model Curriculum- Grade 2

Unit 5:		May/June
Standard number	Student Learning Goal	
RL.2.1	Show comprehension of an event found in an informational text by asking and answering questions about key details such as <i>who, what, where, when, why</i> and <i>how</i> .	
RL.2.2	Recall and describe the central message, lesson, or moral of a story, including fables and folktales from diverse cultures.	
RL.2.3	Describe how characters respond to major story events and challenges.	
RL.2.5	Describe the structure of a story, including a description of the introduction and closing action.	
RL.2.6	Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' point of view.	
RL.2.7	Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot.	
RL.2.9	Compare and contrast two or more versions of the same story written from the perspective of two different cultures or authors.	
RL.2.10	Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.2.2; RI.2.6	Determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe.	
RI.2.3	Using informational texts, describe connections between technical procedures.	
RI.2.4	Use context clues and text features to determine the meaning of words and phrases relevant to a grade two topic or subject.	
RI.2.7	Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RF.2.3.b,c	Apply vowel pattern pronunciation generalizations to correctly read two-syllable words with long vowels, vowel digraphs, vowel diphthongs, and r-controlled vowels.	
RF.2.3.d	Decode words with common prefixes (e.g., un-dis-re-) and suffixes (e.g., -ful, less, -er).	
RF.2.3.e	Identify common irregularly spelled words (e.g., <i>bread, love, would, could, their, there, none, both</i>).	
RF.2.3.f	Read grade-appropriate texts irregularly spelled words.	
RF.2.4.a	Read grade-level text with purpose and understanding.	

ELA Model Curriculum- Grade 2

RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
RF.2.4.c	Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.1	Write an opinion piece focused on a clearly stated opinion or a topic including reasons supporting the opinion, linking words to connect ideas, and a closing sentence.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support, work with a group to produce and publish a piece using digitals (e.g., wiki).
W.2.7	Work with a group to research a topic and generate ideas for a writing project.
W.2.8	Write a response to a question based on experiences recalled or information gathered from provided sources.
L.2.1.a,c,e	Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing.
L.2.1.b,d	Use frequently occurring irregular plural nouns (e.g., feet, children), and the past tense of common irregular verbs (e.g., sat, told) appropriately when speaking and writing.
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences.
L.2.2.a	Capitalize holidays, product names, and geographic names when writing.
L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives when writing.
L.2.2.d	Use learned spelling pattern to write words (e.g., cage-badge; boy-boil).
L.2.3.a	Compare writing that is formal and writing that is informal.
L.2.4.a	Determine the meaning of unfamiliar words and phrases using sentence-level context clues.
L.2.4.e	Use a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases.
L.2.5.a	Identify real-life connections between words and their use (e.g., <i>describe foods that are sweet</i>).
L.2.5.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>).
SL.2.1.a,b,c	Respond, one at a time, to topics of discussion regarding a read text, build on input provided by peers, and ask for additional information from peers as needed.
SL.2.2	Recount or describe key story details or facts of a text (shared orally or through other media).
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Speak in complete sentences when appropriate to task or situation in order to provide information to others.

ELA Model Curriculum- Grade 2

L.2.4.b	Define a newly formed word in which a prefix was added using the meaning of the prefix and root word.
L.2.4.c	Apply the knowledge of common root words to understand the meaning of unfamiliar words with the same root.