



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

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 standards are organized by strand: Reading Literature Texts, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, and Language. 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, ***two-syllable words with long vowels*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

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Reading Literature Texts

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 <i>who, what, where, when, why, and how</i> 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>RL.2.4. *Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *authors purposely use specific words and phrases for different types of texts* ▪ *describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song* 	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>stories and poems use words that describe feelings.</p> <p>We have learned to/that..</p> <ul style="list-style-type: none"> ▪ *stories and poems use words to describe what we can see, hear, smell, taste, or feel* ▪ *identify words and phrases that describe feelings or describe what we can see, hear, smell, taste, or feel* 	<p>n/a</p>

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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>

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Reading Informational Text

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	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>
<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</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<p>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> <p style="padding-left: 40px;">A. Know spelling-sound correspondences for common vowel teams.</p> <p style="padding-left: 40px;">D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
<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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		C. Use an apostrophe to form contractions and frequently occurring possessives.
<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"> ▪ *independently read and comprehend second grade history/social studies text with scaffolding as needed* ▪ *independently read and comprehend second grade science text with scaffolding as needed* ▪ *independently read and comprehend second grade 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 first grade texts with teacher support* ▪ *comprehend first grade 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>

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Reading Foundational Skills

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>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>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
<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>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>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <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>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, 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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<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 ▪ 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>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>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>

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<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> <ul style="list-style-type: none"> E. Use adjectives and adverbs and choose between them depending on what is to be modified. <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</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> <ul style="list-style-type: none"> B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).

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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, and how</i> to demonstrate understanding of key details in a text.</p> <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>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

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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>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>Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p>
<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, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>

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Writing

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	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>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a 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.2.3. 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>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>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>

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Speaking and Listening

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., gaining the floor in respectful ways, 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 *linking their explicit comments to the remarks of others.*</p> <p>C. *Ask for clarification and further explanation* 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 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* 	<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> 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"> ▪ conversations are focused on a topic or text. ▪ conversations involve listening to others with care, speaking one at a time, and responding to other's ideas ▪ talk with many different people about first grade topics and texts ▪ *build on other's ideas by responding to comments* ▪ *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>

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Language

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	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>A. *Use sentence-level context as a clue to the meaning of a word or phrase.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use sentence-level context as a clue to the meaning of word or phrase* 	<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>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use context clues to determine the meaning of a word or phrase* 	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</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>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>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>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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<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 and their inflectional forms* 	<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.2.4. 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"> ▪ 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 2 reading and content choosing from various strategies ▪ *use known root words to determine the meaning of unknown words with the same root* 	<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"> ▪ 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 ▪ *identify root words (e.g., <i>look</i>) and their inflectional forms* (e.g., <i>looks, looked, looking</i>) 	<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>

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<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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use known individual words to predict the meaning of compound words* 	<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</i>, <i>looked</i>, <i>looking</i>).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *identify root words and their inflectional forms* 	<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>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</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>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</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., When other kids are happy that makes me happy).</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	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>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>Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
<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>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.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</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>

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		<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.2.1. 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., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
<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* ▪ *distinguish shades of meaning among closely related adjectives* 	<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 by defining or choosing them or by acting out the meanings* ▪ *distinguish shades of meaning among adjectives differing in intensity by 	<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>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>

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	<p>defining or choosing them or by acting out the meanings*</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.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, *including using adjectives and adverbs to describe* (e.g., When other kids are happy that makes me happy).</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* ▪ *include adjectives and adverbs when responding to texts* 	<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"> ▪ *use words and phrases we have learned through conversations, reading and being read to, and when responding to texts, including common conjunctions* ▪ conjunctions signal simple relationships 	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <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>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</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>