	Year at a Glance: ELA Grade 2 Student Learning Obj	ectives (	Clustere	d by Un	it							
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.					Un	it 2					
	Focus - Explicit Instruction and Assessment			Unit 1		Reading and Writing Informational Texts		Unit 3  Reading Multiple Texts		Unit 4		
Key	Revisited and Reinforced			ing and Wi Narratives						Features of Literature		
	Not Addressed in the Unit			rvarratives						2 de la constante		
NJSLS	SLO	Units	1A	1B	1C	2A	2B	3A	3B	4A		
READING LITERATURE												
RL.2.1. Ask and answer such questions as who, what, where, when, why,	WALT ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text	1										
and how to demonstrate understanding of key details in a text.	WALT answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text	1										
RL.2.2.  Recount stories, including tables and folktales from diverse	WALT recount (or retell) stories, including fables and folktales from diverse cultures	3										
cultures, and determine their central message/theme, lesson, or moral.	WALT determine the central message/theme, lesson, or moral of stories, including fables and folktales from diverse cultures	4										
RL.2.3.	WALT characters respond to major events and challenges in a story	4										
KL.2.3.  Describe how characters in a story respond to major events and challenges using key details.	WALT use key details to describe how characters in a story respond to major events and challenges	4								x		
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration,	WALT authors purposely use specific words and phrases for different types of texts (e.g., stories, poems, songs)	3										
rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	WALT describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	3										
	WALT describe how the beginning introduces the story	1										
RL.2.5.	WALT describe how each story event builds on earlier sections	1										
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the	WALT identify how each part of the story builds from beginning to end	1										
action identifying how each successive part builds on earlier sections.	WALT texts have structure (beginning, middle, and end) and how the parts relate to each other	2										
	WALT describe how the events of a story lead to a conclusion	2										
RL.2.6.	WALT different characters have different points of view	4										
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when	WALT acknowledge (note) differences in the points of view of characters	4										
reading dialogue aloud.	WALT speak in the characters' voice when reading dialogue aloud	4										
	WALT words and pictures from a story help us understand a print or digital text	4										
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.	WALT demonstrate understanding of characters in a story using the words and illustrations	4										
	WALT demonstrate understanding of setting(s) in a story using the words and illustrations	4										
	WALT demonstrate understanding of plot in a story using the words and illustrations	4										

Year at a Glance: ELA Grade 2 Student Learning Objectives Clustered by Unit												
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.			Unit 1		Unit 2		Unit 3		Unit 4		
Von	Focus - Explicit Instruction and Assessment		Reading and Writing						Reading and Reading Multiple			Features of
Key	Revisited and Reinforced		N			ting onal Texts	Touris		Literature			
NACK C	Not Addressed in the Unit	TT */	4.4	1D	10	2.4	ap.	2.4	2D			
NJSLS	SLO	Units	1A	1B	1C	2A	2B	3A	3B	4A		
RL.2.8 ( Not applicable to literature )	Not applicable.	N/A										
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.	WALT one story can have several versions that are written by different authors or that come from different cultures	3										
RL.2.10.	WALT the purpose of reading is to understand stories and poetry at grade level or above, with scaffolding as needed	1										
Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	WALT independently read and comprehend literature, including stories and poetry, at grade level	1										
	READING INFORMATIONAL TEX	T										
RI.2.1.	WALT ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text	2										
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	WALT answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text	2										
RI.2.2.	WALT identify the main topic of a multi-paragraph text	2										
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	WALT there is a different focus for specific paragraphs in multi-paragraph texts	2										
	WALT there are different types of informational text	3										
RI.2.3.  Describe the connection between a series of historical events,	WALT describe the connection between a series of historical events in a text	3										
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	WALT describe the connection between scientific ideas or concepts in a text	3										
CAU	WALT describe the connection between steps in technical procedures in a text	3										
RI.2.4.	WALT we are learning to determine the meaning of words and phrases in a text	2					•					
					l				1			
RI.2.5.	WALT use text features (e.g., captions, bold print, subheadings, glossaries,	2										
RI.2.6.	WALT identify the main purpose of a text	2										
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	WALT identify what the author wants the reader to answer, explain, or describe	2										
RI.2.7.	WALT explain how illustrations and images help the reader understand	2										
RI.2.8.	WALT describe the logical connections the author makes in a text	3										

	Year at a Glance: ELA Grade 2 Student Learning Obj	ectives (	Clustere	d by Un	it					
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.					Un	it 2			
	Focus - Explicit Instruction and Assessment			Unit 1				Un	it 3	Unit 4
Key	Revisited and Reinforced		Read	ling and Wi Narratives		Reading and Writing		Reading Multiple Texts		Features of Literature
	Not Addressed in the Unit			1 vairacives		Informati	onal Texts	i i i i i i i i i i i i i i i i i i i		Enterature
NJSLS	SLO	Units	1A	1B	1C	2A	2B	3A	3B	4A
Describe and identify the logical connections of how reasons support specific points the author makes in a text.	WALT identify the logical connections the author makes in a text	3								
RL2.9.	WALT we can compare and contrast important points presented by two texts on the same tonic	3								
Compare and contrast the most important points presented by two	WALT compare the most important points presented by two texts on the same	3								
texts on the same topic.	WALT contrast the most important points presented by two texts on the same tonic	3								
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.	WALT independently read and comprehend second grade history/social studies text with scaffolding as needed	2								
	WALT independently read and comprehend second grade science text with scaffolding as needed	2								
	WALT independently read and comprehend second grade technical texts with scaffolding as needed	2								
	READING FOUNDATION SKILLS	S								
RF.2.3. Know and apply grade-level phonics and word analysis skills in	WALT there are grade-level skills we can apply to decode words	2								
decoding words.  A. Know spelling-sound correspondences for common vowel teams.	WALT there are spelling-sound patterns for common vowel teams	2								
RF.2.3.	WALT decode regularly spelled two-syllable words with long vowels	1								
RF.2.3.	WALT decode words with common prefixes	3								
RF.2.3.	WALT identify words with irregular spelling-sound patterns	2								
RF.2.3.	WALT recognize and read grade appropriate irregularly spelled words	1								
RF.2.4. Read with sufficient accuracy and fluency to support	WALT it is important to read grade-level text accurately and fluently to help us understand what we are reading	1								
comprehension. A. Read grade-level text with purpose and understanding.	WALT read grade-level text with purpose and understanding	1								
RF.2.4.	WALT read grade-level text orally with accuracy, appropriate rate, and	1								
RF.2.4.	WALT use context to confirm or self-correct word recognition and	1								
	WRITING									
	WALT opinion pieces name a topic, 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	3								
W.2.1. Write opinion pieces in which they introduce the topic or book they	WALT introduce a topic or book	3								
are writing about, state an opinion, supply reasons that support the opinion. use linking words (e.g., because, and, also) to connect	WALT provide an opinion about the topic or book they are writing about	3								

	Year at a Glance: ELA Grade 2 Student Learning Obj	ectives (	Clustere	d by Un	it						
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.		-	Unit 1		Unit 2		Unit 3		Unit 4	
	Focus - Explicit Instruction and Assessment					Dooding and					
Key	Revisited and Reinforced		Reac	ling and Wi Narratives		Wri	ting	Reading Multiple Texts		Features of Literature	
	Not Addressed in the Unit					Informational Texts					
NJSLS  opinion, use miking words (e.g., decause, and, aiso) to connect	SLO	Units	1A	1B	1C	2A	2B	3A	3B	4A	
opinion and reasons, and provide a conclusion.	WALT provide reasons that support the opinion	3									
	WALT use linking words (e.g., because, and, also) to connect the opinion and	3									
	WALT provide a conclusion	3				<u> </u>					
W.2.2. Write informative/explanatory texts in which they introduce a	WALT we can write to give information or explain how to do something using evidence-based facts and definitions	2									
	WALT write an introduction for the topic in an informational text	2									
topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	WALT use evidence-based facts and definitions to support points related to the topic when writing informational texts	2									
	WALT write a conclusion for an informational text	2									
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,	WALT narrative writing describes events by including details about actions,	1, 4									
	WALT temporal (sequence) words show a sequence of events	4									
	WALT write narratives in which we recount a well-elaborated event or short	1, 4									
	WALT include details to describe actions, thoughts, and feelings	1, 4									
and provide a sense of closure.	WALT use temporal words to signal event order	4									
	WALT end a narrative by providing a sense of closure	1, 4									
	WALT with guidance and support from adults and peers, writers can strengthen writing as needed through self-reflection, revising, and editing	2									
	WALT focus on a topic with guidance and support from adults and peers	2									
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising	WALT strengthen writing as needed through self-reflection with guidance and support from adults and peers	2									
and editing.	WALT strengthen writing as needed through revising with guidance and support from adults and peers	2									
	WALT strengthen writing as needed through and editing with guidance and support from adults and peers	2									
	WALT with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing	1									
W.2.6.	WALT use a variety of digital tools	1									
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	WALT produce writing with guidance and support from adults and collaboration with peers	1									
	WALT publish writing with guidance and support from adults and collaboration with peers	1									
W.2.7.	WALT we can participate in shared research and writing projects	2									
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).	WALT research a topic by reading a number of books on the given topic and write about it	2									

Year at a Glance: ELA Grade 2 Student Learning Objectives Clustered by Unit													
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.					Unit 2							
	English Instruction and Assessment		Unit 1			Unit I					Unit 3		Unit 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Read	ling and W		Reading and Writing Informational Texts		Reading Multiple Texts		Features of			
	Not Addressed in the Unit			Narratives						Literature			
NJSLS	SLO SLO	Units	1A 1B 1C			2A	2B	3A	3B	4A			
W.2.8.  Recall information from experiences or gather information from provided sources to answer a question.	WALT we can recall information from experiences or gather information from provided sources to answer a question	2											
	WALT recall information from experiences to answer a question	2											
	WALT gather information from provided sources to answer a question	2											
	SPEAKING and LISTENING												
SL.2.1.  Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and leaves the conversations.	WALT participate in conversations with different partners about 2nd <i>grade</i> topics and texts in small and large groups with peers and adults	1											
larger groups.  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).	WALT follow agreed-upon norms for discussions	1											
SL.2.1.  Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	WALT actively listen and respond to others' remarks	1											
B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.	WALT build on others' talk in conversations by linking their comments to the topic	1											
SL.2.1.	WALT ask questions to gain comprehension about the topic and text under	1											
	WALT identify key ideas or details from a text read aloud, information presented orally, or through other media	4											
SL.2.2.  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	WALT recount (retell) a text read aloud, information presented orally, or through other media	4											
•	WALT describe key ideas or details from a text read aloud, information presented orally, or through other media	4											
SL.2.3.	WALT asking and answering questions helps me deepen my understanding of a topic	1											
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.	WALT ask and answer questions about information heard to check for understanding, deepen comprehension, and gather more information about a topic or issue	1											
SL.2.4.	WALT we speak in logical and coherent sentences, so others can hear and understand us	1											
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	WALT orally express facts of a story using descriptive details in logical and coherent sentences	1											
SL.2.5. Use multimedia; add drawings or other visual displays to stories or	WALT through multimedia, drawings and/or visual displays, we can provide additional details and clarify ideas, thoughts and feelings	4											

	Year at a Glance: ELA Grade 2 Student Learning Obj	ectives (	Clustere	d by Un	it						
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill.					He	it 2				
				Unit 1		Olife 2		Unit 3		Unit 4	
Key	Focus - Explicit Instruction and Assessment			ing and Wi			ng and ting	Reading	Multiple	Features of	
·	Revisited and Reinforced			Narratives		Informational Texts		Texts		Literature	
	Not Addressed in the Unit										
NJSLS	SLO	Units	1A	1B	1C	2A	2B	3A	3B	4A	
recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	WALT include multimedia, drawings and/or visual displays when orally describing something to clarify ideas, thoughts, and feelings	4									
SL.2.6.	WALT we can clarify our thinking by speaking in complete sentences	1									
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	WALT speak in complete sentences when asked to provide additional details or clarification	1									
LANGUAGE											
L.2.1.	WALT use collective nouns when writing or speaking	1									
						,					
L.2.1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	WALT form and use frequently occurring irregular plural nouns	1									
L.2.1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	WALT use reflexive pronouns	3									
C. Use reflexive pronouns (e.g., myself, ourselves).											
						1					
L.2.1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	WALT form and use the past tense of frequently occurring irregular verbs	3									
L.2.1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  E. Use adjectives and adverbs and choose between them depending on what is to be modified.	WALT use adjectives and adverbs, and choose between them depending on what is to be modified	2									
L.2.1.	WALT produce, expand, and rearrange complete simple and compound	2				L					
L.2.2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  A. Capitalize holidays, product names, and geographic names.	WALT capitalize holidays, product names, and geographic names when writing	1									

	Year at a Glance: ELA Grade 2 Student Learning Obj	ectives (	lustere	d by Un	it						
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill.			** **		Un	it 2	Unit 3		** **	
	Focus - Explicit Instruction and Assessment		Unit I			Unit 1 Reading and			it 3	Unit 4	
Key	Revisited and Reinforced		Read	ing and Wi			ng and ting	Reading Multiple		Features of	
	Not Addressed in the Unit			Narratives	3	Informati	onal Texts	Te	xts	Literature	
NJSLS	SLO	Units	1A	1B	1C	2A	2B	3A	3B	4A	
L.2.2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  B. Use commas in greetings and closings of letters	WALT use commas in greetings and closings of letters.	4									
L.2.2.	WALT use an apostrophe to form contractions and frequently occurring	2, 3									
L.2.2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  D. Generalize learned spelling patterns when writing (e.g., cage> badge; boy> boil)	Not addressed in the Instructional Units	-									
L.2.2.	WALT consult print and digital resources, including beginning dictionaries, as	1									
L.2.3. Use knowledge of language and its conventions when writing,	WALT there are both formal and informal uses of English	1									
See knowledge of language and its conventions when writing, speaking, reading, or listening.  A. Compare formal and informal uses of English.	WALT use what we know about the English language and its conventions when writing, speaking, reading, or listening	1									
L.2.4.	WALT it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading	1, 3									
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. A. Use sentence-level context as a clue to the meaning of a word or	WALT determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 2 reading and content choosing from various strategies	1, 3									
phrase.	WALT use context clues in the sentence to determine the meaning of a word or phrase	1									
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.  B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	WALT determine the meaning of the new word formed using knowledge of prefixes	2									
L.2.4.  Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	WALT use known root words to determine the meaning of unknown words with the same root	3									

Year at a Glance: ELA Grade 2 Student Learning Objectives Clustered by Unit											
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill.					Un	it 2				
				Unit 1				Unit 3		Unit 4	
Key	Focus - Explicit Instruction and Assessment		Read	ing and Wi		Readii Wri	ng and	Reading Multiple Texts		Features of	
·	Revisited and Reinforced			Narratives			onal Texts			Literature	
	Not Addressed in the Unit										
NJSLS	SLO	Units	1A	1B	1C	2A	2B	3A	3B	4A	
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.  D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	WALT use known individual words to predict the meaning of compound words	1									
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.  E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	WALT use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	2									
L.2.5.	WALT figurative language, word relationships and nuances contribute to the meaning of a text	2									
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	WALT demonstrate understanding of figurative language, word relationships and nuances in word meanings	2									
Section room mile are sprey or fairly).	WALT identify real-life connections between words and their use	2									
L.2.5.	WALT distinguish shades of meaning among closely related verbs	2									
2.2.0.		_									
L.2.6.	WALT adjectives and adverbs are used to describe other words										
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	WALT use words and phrases we have learned through conversations, being read to, and reading	1									
	WALT include adjectives and adverbs when responding to texts										
							•				