



## Archdiocese of Newark Catholic Schools

### Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the “agreed-upon” learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:

- ◆ utilizing their own particular strengths and teaching style
- ◆ addressing the varying learning needs of their students
- ◆ determining the order in which the content and skills are presented within a marking period
- ◆ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

#### **English Language Arts**

Each of the curriculum maps for English Language Arts in kindergarten through 8<sup>th</sup> grade is divided into the five strands that compose the English Language Arts curriculum- Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

*July 2015*

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**English Language Arts Curriculum Map for Grade 2**

**READING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>RF.2.3</b>            All students will know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a) Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b) Know spelling-sound correspondences for additional common vowel teams.</li> <li>c) Decode regularly spelled two-syllable words with long vowels.</li> <li>d) Decode words with common prefixes and suffixes.</li> <li>e) Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f) Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p><b>L.2.4</b>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a) Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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>).</li> <li>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition,</i></li> </ul>	<p><b>Phonics/Word Analysis Skills</b>            RF.2.3, L.2.4, RF.2.4</p>	<p><b>Phonics/Word Analysis Skills</b></p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills to decode and determine the meaning of words.               <ul style="list-style-type: none"> <li>○ short/long vowels</li> <li>○ base words</li> <li>○ contractions</li> <li>○ homophones</li> <li>○ synonyms, antonyms</li> <li>○ digraphs</li> <li>○ compound words</li> <li>○ beginning, middle, and ending sounds</li> <li>○ silent letters</li> <li>○ diphthongs</li> <li>○ prefixes</li> <li>○ suffixes</li> <li>○ multiple meaning words</li> <li>○ rhyming sounds</li> <li>○ schwa sounds</li> <li>○ r -controlled vowels</li> <li>○ syllables</li> <li>○ vowel teams/ vowel pairs</li> <li>○ consonant blends</li> </ul> </li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Book Reports</li> <li>Oral Reading</li> <li>Graphic Organizers</li> <li>Essays</li> <li>Journals</li> <li>Portfolios</li> <li>Group Discussions</li> <li>Group Projects</li> <li>Individual Projects</li> <li>Exit Slips</li> <li>Reading Logs</li> <li>Fluency Assessments</li> <li>Student Conferences</li> <li>Role playing/skits</li> <li>Homework</li> <li>Multimedia presentations</li> </ul>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <ul style="list-style-type: none"> <li>Community</li> <li>Compassion</li> <li>Faith in God</li> <li>Forgiveness</li> <li>Hope</li> <li>Justice</li> <li>Love</li> <li>Peace</li> <li>Respect for Life</li> <li>Service</li> <li>Simplicity</li> <li>Truth</li> </ul> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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<p><i>additional).</i></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> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p> <p><b>RL.2.1/RI.2.1</b> Ask and answer such questions <i>as who, what, where, when, why</i>, and how to demonstrate understanding of key details in a text.</p>	<p><b>Sight Words</b> RF.2.3, RF.2.4, L.2.4</p> <p><b>Reading Fluency</b> RF.2.4</p> <p><b>Comprehension</b> RL.2.1, RI.2.1</p>	<ul style="list-style-type: none"> <li>○ word families</li> <li>○ hard and soft sounds</li> <li>○ y as a vowel</li> <li>○ spelling rules</li> </ul> <p><b>Sight Words</b></p> <ul style="list-style-type: none"> <li>● Read and write sight words.</li> </ul> <p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>● Utilize pair and share, audio texts, close reading, choral reading, echo reading, independent, silent, and leveled reading to increase fluency.</li> <li>● Demonstrate fluency in read-alouds.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>● Recall key details and information from text.</li> <li>● Utilize various strategies to self-monitor comprehension while reading.</li> </ul>		<p>Read, discuss, and illustrate Bible stories.</p> <p>Learn faith related vocabulary.</p> <p>Read and discuss stories with themes such as:</p> <ul style="list-style-type: none"> <li>○ Family and Friendship</li> <li>○ Service Towards Others</li> <li>○ Acceptance of Differences</li> <li>○ Making Good Choices</li> <li>○ Making Sacrifices</li> </ul> <p>Discuss a character's actions and choices in light of Gospel values.</p> <p>Apply reading strategies to biblical passages and stories about Catholic role models.</p> <p>Read stories about seasons of the Church year.</p>

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<p><b>RL.2.2</b>  Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RI.2.2</b>  Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RF.2.4c</b>  Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p> <p><b>L.2.4.a</b>  Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>RI.2.4</b>  Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p>	<p><b>Main Idea</b>  RL.2.1, RI.2.1, RL.2.2, RI.2.2</p> <p><b>Supporting Details</b>  RL.2.1, RI.2.1</p> <p><b>Sequencing</b>  RL.2.1</p> <p><b>Context Clues</b>  RF.2.4c, L.2.4a, RI.2.4</p> <p><b>Inferences</b></p> <p><b>Drawing Conclusions</b></p>	<p><b>Main Idea</b></p> <ul style="list-style-type: none"> <li>Identify the main idea of a story or informational text.</li> </ul> <p><b>Supporting Details</b></p> <ul style="list-style-type: none"> <li>Identify details to support the main idea.</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>Retell a story in order of events.</li> </ul> <p><b>Context Clues</b></p> <ul style="list-style-type: none"> <li>Use context clues to determine the meaning of unfamiliar words.</li> </ul> <p><b>Inferences</b></p> <ul style="list-style-type: none"> <li>Use clues within the text and prior knowledge to make inferences.</li> </ul> <p><b>Drawing Conclusions</b></p> <ul style="list-style-type: none"> <li>Gather information to draw conclusions.</li> </ul>		<p>Practice reading Mass responses.</p>

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<p><b>RL.2.9</b> Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RI.2.6</b> 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><b>RI.2.7</b> 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><b>Making Predictions</b></p> <p><b>Compare and Contrast</b> RL.2.9</p> <p><b>Cause and Effect</b> RL.2.3, RI.2.3, RI.2.8</p> <p><b>Story Elements</b> RL.2.3, RL.2.5, RL.2.6, RL.2.7</p>	<p><b>Making Predictions</b></p> <ul style="list-style-type: none"> <li>Utilize story clues and prior knowledge to make predictions.</li> </ul> <p><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences between characters, setting, etc. within a single story.</li> <li>Describe similarities and differences between different versions of the same story.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Recognize and explain cause and effect relationships.</li> </ul> <p><b>Story Elements</b></p> <ul style="list-style-type: none"> <li>Identify elements of a story: character, setting, plot, main idea, problem and solution.</li> </ul>		

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<p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RI.2.10</b> By the end of the year, 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.</p> <p><b>RI.2.4</b> 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><b>RI.2.10</b> By the end of year, 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.</p>	<p><b>Theme</b> RL.2.2</p> <p><b>Plot</b> RL.2.5, RL.2.7</p> <p><b>Author’s Purpose</b> RI.2.6</p> <p><b>Summarizing</b> RL.2.2</p> <p><b>Genre</b> RL.2.2, RL.2.10, RI. 2.10</p> <p><b>Fiction and Non-Fiction</b> RL.2.10, RI.2.10, RL.2.4, RI.2.5, RI.2.7</p>	<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Identify and state the theme of a story.</li> </ul> <p><b>Plot</b></p> <ul style="list-style-type: none"> <li>Identify the problem and state the solution.</li> <li>Identify beginning, middle, and end of a story.</li> </ul> <p><b>Author’s Purpose</b></p> <ul style="list-style-type: none"> <li>Identify author’s purpose (P=persuade, I=inform, E=entertain).</li> </ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>Recall critical story elements (oral and written).</li> </ul> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>Differentiate among various types of stories.</li> </ul> <p><b>Fiction and Non-fiction</b></p> <ul style="list-style-type: none"> <li>Determine the differences between</li> </ul>		

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<p><b>RI.2.5</b>            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><b>RI.2.7</b>            Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>Fantasy and Reality</b></p> <p><b>Fact and Opinion</b></p>	<p>fiction and non-fiction.</p> <ul style="list-style-type: none"> <li>• Read and comprehend informational text across the curriculum (For example: biographies, autobiographies, magazines)</li> <li>• Poetry: Describe how words and phrases supply rhythm and meaning in a story, poem, or song (For example: acrostic, haiku, limericks, shape poems).</li> <li>• Define and recognize elements of a non-fiction story (autobiography, biography).</li> </ul> <p><b>Fantasy and Reality</b></p> <ul style="list-style-type: none"> <li>• Distinguish between fantasy and reality.</li> </ul> <p><b>Fact and Opinion</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between fact and opinion.</li> </ul>		

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<p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges</p> <p><b>RL.2.7</b> 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><b>RL.2.6</b> 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><b>RL.2.9</b> Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>Character Analysis</b> RL.2.3, RL.2.7</p> <p><b>Point of View</b> RL.2.6</p> <p><b>Author/ Illustrator/ Narrator</b></p> <p><b>Making Connections</b> RL.2.9, RI.2.9</p>	<ul style="list-style-type: none"> <li>• Identify statements as fact or opinion.</li> </ul> <p><b>Character Analysis</b></p> <ul style="list-style-type: none"> <li>• Identify character traits based on how characters respond to major events and challenges.</li> </ul> <p><b>Point of View</b></p> <ul style="list-style-type: none"> <li>• Identify the narrator of a story book.</li> <li>• Identify the point of view as first person, third person, and omniscient.</li> </ul> <p><b>Author/Illustrator/ Narrator</b></p> <ul style="list-style-type: none"> <li>• Differentiate between the author, illustrator, and narrator of a book or story.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>• Describe the text-to-text, text-to-self, and text-to-world connections.</li> </ul>		



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<p><b>RI.2.5</b> 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><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>L.2.4e</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>Reference Skills</b> RI.2.5, RI.2.7, L.2.4e</p> <p><b>Dictionary Skills</b> L.2.4e</p>	<p><b>Reference Skills</b></p> <ul style="list-style-type: none"> <li>• Differentiate between reference books.</li> <li>• Choose the proper reference book for the task.</li> <li>• Demonstrate basic reference skills using a variety of reference sources (table of contents, glossary, dictionary, internet resources and thesaurus).</li> <li>• Use references sources such as (dictionary, glossary, thesaurus) to clarify or determine word meaning.</li> </ul> <p><b>Dictionary Skills</b></p> <ul style="list-style-type: none"> <li>• Locate words in a dictionary.</li> <li>• Demonstrate proper use of a dictionary.</li> <li>• List words in alphabetical order to the third letter.</li> </ul>		

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<p><b>RI.2.5</b> 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><b>RI.2.7</b> 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><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.4</b> 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><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p>	<p><b>Glossary</b> L.2.4e</p> <p><b>Text Features</b> RI.2.5, RI.2.7, RI.2.7</p> <p><b>Figurative Language</b> RI.2.4, RI.2.4</p>	<p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>• Locate the glossary in a book.</li> <li>• Locate words in a glossary.</li> </ul> <p><b>Text Features</b></p> <ul style="list-style-type: none"> <li>• Utilize illustrations, captions, charts, maps, diagrams, photographs, and tables to enhance comprehension.</li> </ul> <p><b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>• Recognize examples of several types of figurative language. (For example: similes, metaphors, imagery, alliteration, personification, onomatopoeia, idioms, hyperbole).</li> <li>• Distinguish between literal meaning and figurative meaning.</li> </ul>		

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<p><b>RI.2.10</b> By the end of the year, 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.</p> <p><b>RI.2.10</b> By the end of year, 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.</p>	<p><b>Independent Reading</b> RI.2.10, RI.2.10</p> <p><b>Purpose for Reading</b></p>	<p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>• Engage in independent reading at school and at home.</li> <li>• Demonstrate comprehension of text read independently.</li> </ul> <p><b>Purpose For Reading</b></p> <ul style="list-style-type: none"> <li>• Identify purpose for reading (i.e., instructional, recreational).</li> </ul>		

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**LANGUAGE**

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<p><b>L.2.1f</b> Produce, expand, and rearrange complete simple and compound sentences.</p> <p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize holidays, product names, and geographic names.</p> <p>b) Use commas in greetings and closings of letters.</p> <p>c) Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d) Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>Sentences</b> L.2.1f, L.2.3</p> <p><b>Subjects and Predicates</b> L.2.1f, L.2.3</p> <p><b>Punctuation</b> L.2.2</p>	<p><b>Sentences</b></p> <ul style="list-style-type: none"> <li>• Distinguish between complete and incomplete sentences.</li> <li>• Recognize and write statements.</li> <li>• Recognize and write questions.</li> <li>• Recognize and write commands.</li> <li>• Recognize and write exclamations.</li> <li>• Recognize and write compound sentences.</li> </ul> <p><b>Subjects and Predicates</b></p> <ul style="list-style-type: none"> <li>• Identify the subject of a sentence.</li> <li>• Identify the predicate of a sentence.</li> <li>• Combine subject and predicate to form a sentence.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Identify and use correct end punctuation.</li> <li>• Use commas correctly.</li> <li>• Use apostrophes correctly.</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Tests Quizzes Reports Written Assignments Oral Communication Oral Presentations Group Projects Individual Projects Journals Portfolios Worksheets Group Discussions Speeches Homework Multimedia Presentations</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <ul style="list-style-type: none"> <li>Community</li> <li>Compassion</li> <li>Faith in God</li> <li>Forgiveness</li> <li>Hope</li> <li>Justice</li> <li>Love</li> <li>Peace</li> <li>Respect for Life</li> <li>Service</li> <li>Simplicity</li> <li>Truth</li> </ul> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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**LANGUAGE**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>L.2.1</b>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Use collective nouns (e.g., <i>group</i>).</p> <p>b) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</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>e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</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><b>L.2.3</b>            Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Capitalization</b>            L.2.2</p> <p><b>Nouns</b>            L.2.1, L.2.3</p>	<ul style="list-style-type: none"> <li>• Use quotation marks correctly.</li> </ul> <p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Employ capitalization at the beginning of sentences.</li> <li>• Use capital letters with proper nouns (dates, months, days, holidays, etc.)</li> <li>• Use proper capitalization within titles (book titles, people’s titles).</li> <li>• Capitalize the pronoun <i>I</i>.</li> </ul> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• Recognize common nouns.</li> <li>• Sort nouns (person, place, thing, idea/feeling).</li> <li>• Differentiate and write singular and plural nouns.</li> <li>• Distinguish between common and proper nouns.</li> </ul>		<p>Include faith terms in vocabulary development.</p> <p>Incorporate Gospel values and faith related words in sentences and spelling practice.</p> <p>Use names of faith figures and places when learning about proper nouns and capitalization.</p>

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Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>L.2.1</b>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Use collective nouns (e.g., <i>group</i>).</p> <p>b) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</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>e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</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><b>L.2.3</b>            Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Verbs</b>            L.2.1, L.2.3</p>	<ul style="list-style-type: none"> <li>• Recognize proper nouns.</li> <li>• Form and use irregular plural nouns.</li> <li>• Recognize possessive nouns.</li> <li>• Identify and write singular possessive nouns.</li> <li>• Identify and write plural possessive nouns.</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• Recognize and write action verbs.</li> <li>• Distinguish between and write verbs in present, past, and future tense.</li> <li>• Recognize and use irregular past tense verbs.</li> <li>• Maintain subject/verb agreement.</li> <li>• Use the correct form of has, have, and had.</li> <li>• Identify and correctly use linking verbs.</li> <li>• Identify and correctly</li> </ul>		

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Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>L.2.1e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.2.6</b> 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><b>Adjectives</b> L.2.1e, L.2.3, L.2.6</p> <p><b>Adverbs</b> L.2.1e, L.2.3, L.2.6</p> <p><b>Pronouns</b> L.2.1, L.2.3</p>	<p>use helping verbs.</p> <ul style="list-style-type: none"> <li>• Recognize and use present progressive verbs.</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• Identify and write adjectives.</li> <li>• Apply proper use of articles <i>a</i>, and <i>an</i>.</li> <li>• Identify and use comparative adjectives.</li> <li>• Identify and use superlative adjectives.</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• Recognize and write adverbs that tell how, where, and when.</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• Identify pronouns.</li> <li>• Maintain agreement between noun and pronoun.</li> <li>• Use the pronouns <i>I</i> and <i>me</i> correctly.</li> <li>• Use the pronouns <i>we</i> and <i>us</i> correctly.</li> </ul>		

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Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>L.2.5</b>            Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>RI.2.4</b>            Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p> <p><b>L.2.4</b>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.            a) Use sentence-level context as a clue to the meaning of a word or phrase.            b) Determine the meaning of the new</p>	<p><b>Conjunctions</b>            L.2.1f, L.2.3</p> <p><b>Synonyms and Antonyms</b>            L.2.5</p> <p><b>Multiple Meaning Words</b>            RI.2.4, L.2.4, L.2.5,</p>	<ul style="list-style-type: none"> <li>• Identify, write, and use possessive pronouns.</li> </ul> <p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>• Recognize conjunctions in a sentence.</li> <li>• Use conjunctions (and, but, or) to combine two sentences.</li> </ul> <p><b>Synonyms and Antonyms</b></p> <ul style="list-style-type: none"> <li>• Distinguish between synonyms and antonyms.</li> <li>• Recognize and use synonyms and antonyms correctly.</li> </ul> <p><b>Multiple Meaning Words</b></p> <ul style="list-style-type: none"> <li>• Recognize words that have multiple meanings. (<i>Examples: bat, fair, left, sink</i>)</li> <li>• Identify various meanings for words with multiple</li> </ul>		



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<p>word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</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>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> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>RL.2.4</b> 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><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p>	<p><b>Homophones</b> RI.2.4, L.2.5</p> <p><b>Figurative Language</b> L.2.4, L.2.5, RL.2.4, RI.2.4</p>	<p>meanings.</p> <ul style="list-style-type: none"> <li>Determine the meaning of a multiple meaning word based on how it is used in a sentence.</li> </ul> <p><b>Homophones</b></p> <ul style="list-style-type: none"> <li>Recognize homophones as words that sound the same but have different meanings and spellings (<i>Examples: sale/sail, ate/eight, write/right</i>).</li> </ul> <p><b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>Recognize examples of several types of figurative language. (<i>For example: similes, metaphors, imagery, alliteration, personification, onomatopoeia, idioms, hyperbole</i>).</li> <li>Distinguish between literal meaning and figurative meaning.</li> </ul>		

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<p><b>L.2.4d</b>            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><b>L.2.2</b>            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize holidays, product names, and geographic names.</p> <p>b) Use commas in greetings and closings of letters.</p> <p>c) Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d) Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<p><b>Compound Words</b>            L.2.4d</p> <p><b>Contractions</b>            L.2.2, L.2.4</p> <p><b>Abbreviations</b>            L.2.2</p> <p><b>Spelling</b>            L.2.2</p>	<p><b>Compound Words</b></p> <ul style="list-style-type: none"> <li>• Recognize compound words.</li> <li>• Identify the words used to form a compound word.</li> <li>• Combine two words to make a new word.</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words.</li> </ul> <p><b>Contractions</b></p> <ul style="list-style-type: none"> <li>• Combine words to form contractions.</li> <li>• Identify the two words used to form the contraction.</li> </ul> <p><b>Abbreviations</b></p> <ul style="list-style-type: none"> <li>• Identify, recognize, and write abbreviations.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spell grade-appropriate words</li> </ul>		

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<p><b>L.2.4</b>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 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>b) Determine the meaning of the new word formed when a known prefix is added to a known word.</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>d) Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>Vocabulary Acquisition</b>            L.2.4</p>	<p>correctly, consulting references as needed.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of spelling patterns and letter-sound association to determine the correct spelling of words.</li> </ul> <p><b>Vocabulary Acquisition</b></p> <ul style="list-style-type: none"> <li>• Recognize and use root words (base words) to determine the meaning of a new word.</li> <li>• Decode and define words using knowledge of prefixes and suffixes.</li> <li>• Identify multiple meanings of words.</li> <li>• Use context clues to determine the meaning of unfamiliar words.</li> <li>• Use reference materials (dictionaries, thesauruses) to determine the</li> </ul>		

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<b>Standards</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Gospel Values &amp; Faith Connections</b>
		meaning and correct pronunciation of unfamiliar words. • Construct sentences using acquired vocabulary.		

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<b>WRITING</b>				
<b>Standards</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Gospel Values &amp; Faith Connections</b>
<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>The Writing Process</b> L.2.1, L.2.2, L.2.3, W.2.5, W.2.6</p>	<p><b>The Writing Process</b></p> <p><i><b>Pre-Writing</b></i></p> <ul style="list-style-type: none"> <li>• Generate ideas through brainstorming.</li> <li>• Utilize graphic tools to organize thoughts and concepts.</li> <li>• Collect group ideas.</li> </ul> <p><i><b>Drafting</b></i></p> <ul style="list-style-type: none"> <li>• Create a rough draft.</li> <li>• Apply paragraph skills (indentation, topic sentence, details, conclusion).</li> <li>• Use linking verbs.</li> <li>• Use temporal/time order words.</li> <li>• Use transition words.</li> </ul> <p><i><b>Revising</b></i></p> <ul style="list-style-type: none"> <li>• Check for grammar and sentence fluency.</li> <li>• Make appropriate revisions.</li> </ul> <p><i><b>Proofreading/Editing</b></i></p> <ul style="list-style-type: none"> <li>• Identify and correct errors in spelling, capitalization, and punctuation.</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Tests Quizzes Writing Assignments Conferencing Essays Reports Group Projects Individual Projects Journals Portfolios Rubrics Peer Reviews Speeches Plays and Skits Homework Multimedia Presentations</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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<b>WRITING</b>				
<b>Standards</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Gospel Values &amp; Faith Connections</b>
<p><b>W.2.1</b> 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3</b> 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><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Types of Writing</b> W.2.1,W.2.2,W.2.3, W.2.8</p>	<p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• Produce the final draft.</li> <li>• Present work to class.</li> </ul> <p><b>Types of Writing</b></p> <ul style="list-style-type: none"> <li>• Produce various types of writing:               <ul style="list-style-type: none"> <li>○ Personal Narrative</li> <li>○ Descriptive Writing</li> <li>○ How-To-Essay</li> <li>○ Friendly Letter</li> <li>○ Persuasive Writing</li> <li>○ Poetry</li> <li>○ Comparative Essay</li> <li>○ News Story</li> </ul> </li> <li>• Create a fictional dialogue/ conversation.</li> <li>• Create expository writing.</li> <li>• Gather and use facts to write a research report.</li> <li>• Write a book report.</li> </ul>		<p>Write prayers individually and in groups.</p> <p>Prepare brief reports about saints.</p> <p>Write letters to members of the parish community expressing gratitude and/or support.</p> <p>Compose poems about God’s creation.</p>

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Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>W.2.7</b> 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><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Collaborative Writing</b> W.2.7</p> <p><b>Daily Writing Skills</b> W.2.5, W.2.8, L.2.1, L.2.2, L.2.3</p>	<p><b>Collaborative Writing</b></p> <ul style="list-style-type: none"> <li>Collaborate with peers to write class stories and poems.</li> <li>Produce a report or project based on shared research and writing.</li> </ul> <p><b>Daily Writing Skills</b></p> <p><i>Story Starters</i></p> <ul style="list-style-type: none"> <li>Express and develop a writing piece based on a story starter.</li> </ul> <p><i>Answering Questions</i></p> <ul style="list-style-type: none"> <li>Utilize question words and details to answer questions in complete sentences.</li> </ul> <p><i>Re-stating the Question</i></p> <ul style="list-style-type: none"> <li>Analyze the main parts of the question in order to answer the question logically.</li> </ul> <p><i>Picture Prompts</i></p> <ul style="list-style-type: none"> <li>View and analyze illustrations to construct a writing sample.</li> </ul>		

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**WRITING**

<b>Standards</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Gospel Values &amp; Faith Connections</b>
<p><b>L.2.3</b>            Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		<p><i>Journal Writing</i></p> <ul style="list-style-type: none"> <li>• Express thoughts and ideas through daily, cross curricular writing.</li> </ul> <p><i>Problem Solving</i></p> <ul style="list-style-type: none"> <li>• Produce a clear explanation of the process used to solve a problem.</li> </ul>		



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Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others</p>	<p><b>Fluency</b> RF.2.4a-c</p> <p><b>Telling or Recounting a Story</b> SL.2.4, SL.2.6</p> <p><b>Group Discussion</b> SL.2.1, SL.2.3</p>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm word recognition and understanding.</li> <li>• Self-correct word pronunciation, re-reading as necessary.</li> </ul> <p><b>Telling or Recounting a Story</b></p> <ul style="list-style-type: none"> <li>• Tell a story or recount an experience with appropriate facts and relevant, descriptive details.</li> <li>• Speak audibly in coherent sentences.</li> </ul> <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations about topics and texts.</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Tests</p> <p>Quizzes</p> <p>Oral Presentations</p> <p>Response to oral presentations</p> <p>Summary of oral presentations</p> <p>Journals</p> <p>Group Discussions</p> <p>Speeches</p> <p>Debates</p> <p>Plays and Skits</p> <p>Multimedia Presentations</p> <p>Group Projects</p> <p>Individual Projects</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community</p> <p>Compassion</p> <p>Faith in God</p> <p>Forgiveness</p> <p>Hope</p> <p>Justice</p> <p>Love</p> <p>Peace</p> <p>Respect for Life</p> <p>Service</p> <p>Simplicity</p> <p>Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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<p>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 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><b>SL.2.3</b> 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><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p><b>Oral Presentations</b> SL.2.2, SL.2.4, SL.2.6</p>	<ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions.</li> <li>• Express thoughts and ideas in a clear and organized manner.</li> <li>• Listen attentively.</li> <li>• Build on the remarks made by others.</li> <li>• Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>• Respond to questions or requests for clarification.</li> </ul> <p><b>Oral Presentations</b></p> <ul style="list-style-type: none"> <li>• Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• Include an opening and closing.</li> <li>• Sequence ideas.</li> <li>• Present all information accurately.</li> </ul>		<p>Memorize and recite prayers.</p> <p>Practice Mass responses.</p> <p>Listen to Bible stories read aloud and re-tell the story in one's own words.</p>

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**SPEAKING & LISTENING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>RF.2.4a</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules 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 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><b>SL.2.3</b> 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><b>Choral Reading</b> RF.2.4a</p> <p><b>Active Listening</b> SL.2.1, SL.2.3</p> <p><b>Asking and Answering Questions</b> SL.2.1, SL.2.3</p>	<ul style="list-style-type: none"> <li>• Elaborate ideas thoroughly and stay on topic.</li> <li>• Demonstrate excellent use of time.</li> <li>• Demonstrate fluency, appropriate tone and volume, clear articulation, expressiveness and inflection.</li> <li>• Project voice.</li> </ul> <p><b>Choral Reading</b></p> <ul style="list-style-type: none"> <li>• Articulate and express tone as a group.</li> </ul> <p><b>Active Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to a speaker in an engaged and focused manner.</li> <li>• Respond to stories or information read aloud.</li> </ul> <p><b>Asking and Answering Questions</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about what a speaker says.</li> </ul>		

**Archdiocese of Newark Catholic Schools**  
**English Language Arts Curriculum Map for Grade 2**

**SPEAKING & LISTENING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
	<p><b>Purpose of Listening</b></p>	<p><b>Purpose of Listening</b></p> <ul style="list-style-type: none"> <li>• Identify various purposes for listening:               <ul style="list-style-type: none"> <li>○ Assess understanding of content</li> <li>○ Listen for enjoyment</li> <li>○ Expand vocabulary</li> <li>○ Follow directions</li> <li>○ Gather information and answer questions</li> <li>○ Solve problems</li> <li>○ Participate in group discussion.</li> </ul> </li> </ul>		

**Archdiocese of Newark Catholic Schools**  
**English Language Arts Curriculum Map for Grade 2**

**HANDWRITING**

<b>Standards</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Gospel Values &amp; Faith Connections</b>
<p><b>WLP.2.1</b> Form all uppercase and lowercase letters legibly in manuscript, with no rotations or reversals.</p> <p>a) Consistently maintain proper proportion of ascenders, descenders, and letter parts.</p> <p>b) Self-assess manuscript legibility against models.</p> <p>c) Print sentences that begin with uppercase letters and that include end and internal punctuation.</p> <p><b>WLP.2.6</b> Print uppercase and lowercase letters and numerals with speed and fluency appropriate for grade 2</p> <p><b>WLP.2.2</b> Use grade-level appropriate paper to produce printed letters, words, and sentences with proper proportion, size, and spacing.</p> <p>a) Print manuscript letters with proper spacing relative to top, bottom, and midlines.</p> <p>b) Print words and sentences using correct spacing between letters, words, and sentences.</p> <p>c) Print paragraphs using correct indentation and appropriate margins.</p>	<p><b>Letter Formation</b> WLP.2.1, WLP.2.6</p> <p><b>Technique</b> WLP.2.1</p> <p><b>Neatness/Legibility</b> WLP.2.1, WLP.2.2, WLP.2.6</p> <p><b>Spacing</b> WLP.2.2</p>	<p><b>Letter Formation</b></p> <ul style="list-style-type: none"> <li>• Form manuscript letters correctly.</li> <li>• Practice and develop the formation of upper and lowercase letters.</li> <li>• Model directional formation of letters.</li> </ul> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper writing techniques.</li> <li>• Maintain correct body posture.</li> <li>• Use correct pencil grip.</li> <li>• Use correct paper position.</li> </ul> <p><b>Neatness/ Legibility</b></p> <ul style="list-style-type: none"> <li>• Print legible words, sentences, and paragraphs.</li> <li>• Copy and write the given text.</li> </ul> <p><b>Spacing</b></p> <ul style="list-style-type: none"> <li>• Print words and sentences using correct spacing</li> </ul>	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Daily written work Writing Samples Timed writing tasks Worksheets</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p><b>Gospel Values</b></p> <p>Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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**HANDWRITING**

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p><b>WLP.2.8</b> Produce written text, including multiple sentences organized into paragraphs.</p> <p><b>WLP.2.6</b> Print uppercase and lowercase letters and numerals with speed and fluency appropriate for grade 2</p> <p><b>WLP.2.3</b> Understand that cursive writing is different from manuscript. a) Begin to understand the difference between manuscript and cursive writing by matching manuscript letters to their cursive counterparts and identifying where joinings occur.</p>	<p><b>Size and Shape</b> WLP.2.2, WLP.2.8</p> <p><b>Numerals</b> WLP.2.6</p> <p><b>Cursive Writing</b> WLP.2.3</p>	<p>between letters, words and sentences.</p> <p><b>Size And Shape</b></p> <ul style="list-style-type: none"> <li>• Print letters with proper spacing relative to top, bottom and midlines.</li> <li>• Print paragraphs using correct indentation and appropriate margins.</li> </ul> <p><b>Numerals</b></p> <ul style="list-style-type: none"> <li>• Write numerals correctly.</li> </ul> <p><b>Cursive Writing</b></p> <ul style="list-style-type: none"> <li>• Recognize and form upper/lowercase letters in cursive.</li> <li>• Match manuscript letters to their cursive form.</li> <li>• Maintain proper slant when forming cursive letters.</li> <li>• Practice joining cursive letters into words.</li> </ul>		<p>Use faith-related vocabulary in handwriting practice.</p>