

# Voyages in English 2018

## Grade 2

### Correlations to NJ State Standards

**(Updated March 2017)**  
New Jersey Grade 2

#### **Progress Indicators for Writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Text Types and Purposes	Part 1: Grammar	Part 2: Writing
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.,	<b>TE:</b> 117	<b>SE:</b> 252–263

	because, and, also) to connect opinion and reasons, and provide a conclusion.		
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.	<b>TE:</b> OV-19–OV-21	<b>SE:</b> 216–217, 264–277
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.	<b>TE:</b> OV-18–OV-19	<b>SE:</b> 204–215, 229–237 <b>TE:</b> 244, 263
<b>Production and Distribution of Writing</b>		<b>Part 1: Grammar</b>	<b>Part 2: Writing</b>
W.2.4.	(Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)
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.		<b>SE:</b> 213, 225, 237, 249, 261, 275 <b>TE:</b> 210, 215, 222, 234, 238, 241, 258, 263, 267, 277
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.		<b>TE:</b> 215, 227, 239, 245, 251, 263, 273, 277
<b>Research to Build and Present Knowledge</b>		<b>Part 1: Grammar</b>	<b>Part 2: Writing</b>
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).	<b>TE:</b> OV-19, OV-21	<b>TE:</b> 273
W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.	<b>TE:</b> OV-19–OV-20	<b>SE:</b> 204–227, 240–251, 264–277

W.2.9. (Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)
<b>Range of Writing</b>	<b>Part 1: Grammar</b>	<b>Part 2: Writing</b>
W.2.10. (Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)

### **Progress Indicators for Speaking and Listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

<b>Comprehension and Collaboration</b>	<b>Part 1: Grammar</b>	<b>Part 2: Writing</b>
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.		<b>TE:</b> 209, 213, 225, 227, 237, 239, 249, 251, 261, 263, 275, 277
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).		<b>TE:</b> 213, 215, 225, 227, 237, 239, 249, 251, 261, 263, 275, 277
B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.	<b>TE:</b> 34, 88, 121, 136, 188, 197	<b>TE:</b> 204b, 228b, 230, 234, 252b

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>SE:</b> 219 <b>TE:</b> OV-21, 8, 115	<b>TE:</b> 227, 230, 233, 234, 245, 247
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		<b>SE:</b> 234, 254, 256
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.	<b>TE:</b> OV-21, 55, 82	<b>TE:</b> 209, 239, 251, 273, 277
<b>Presentation of Knowledge and Ideas</b>	<b>Part 1: Grammar</b>	<b>Part 2: Writing</b>
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>TE:</b> OV-19–OV-20	<b>TE:</b> 204–215
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.	<b>TE:</b> OV-18, OV-21, 36	<b>SE:</b> 227, 233, 236, 242, 243, 244, 251, 276, 277
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>TE:</b> OV-18, OV-21, 8, 115	<b>SE:</b> 219 <b>TE:</b> 227, 230, 233, 234, 245

### **Progress Indicators for Language**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills

related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts

Conventions of Standard English	Part 1: Grammar	Part 2: Writing
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>SE:</b> 5–6, 10–14, 16, 19, 20–26, 28, 30–31, 37, 45, 54, 64–86, 90–101, 103–106, 109, 110, 112, 116–118, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181 <b>TE:</b> OV-18–OV-21	<b>SE:</b> 212–214, 224–225, 236–237, 248–249, 260–261, 274–275
A. Use collective nouns (e.g., <i>group</i> ).	<b>SE:</b> 48–49	
B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	<b>SE:</b> 46–47, 62	
C. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	<b>SE:</b> 77–79, 206–215 <b>TE:</b> OV-18	<b>SE:</b> 206–215
D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<b>SE:</b> 77–79	
E. Use adjectives and adverbs, and choose between them depending on what is to be modified.	<b>SE:</b> 89, 102, 111–113, 119–127	
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> )	<b>SE:</b> 4, 7, 9, 12, 16, 27, 31, 37, 45, 54, 65, 69, 73, 76, 81, 89, 95, 99–100, 112, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181	<b>SE:</b> 212–214, 224–225, 236–237, 248–249, 260–261, 274–275

	<b>TE:</b> OV-18–OV-21	
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>SE:</b> 2–4, 7–9, 12, 15–18, 26–27, 31–33, 35–45, 50, 54, 60–61, 65, 69, 73, 76, 81, 89, 95, 99–100, 112, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181	<b>SE:</b> 212–214, 224–225, 236–237, 248–249, 260–261, 274–275
A. Capitalize holidays, product names, and geographic names.	<b>SE:</b> 32–34, 60	
B. Use commas in greetings and closings of letters.		<b>SE:</b> 218–227
C. Use an apostrophe to form contractions and frequently occurring possessives.	<b>SE:</b> 52–55, 62, 131–152	
D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).		<b>TE:</b> 212, 224, 236, 248, 260, 274
E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.	<b>TE:</b> 46, 59, 119, 169	<b>TE:</b> 198, 214, 226, 238, 250, 262, 271
<b>Knowledge of Language</b>	<b>Part 1: Grammar</b>	<b>Part 2: Writing</b>
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>SE:</b> 5–7, 9–11, 13–14, 16, 19, 20–28, 30–31, 37, 45, 54, 64–86, 90–101, 103–106, 109–110, 112, 116–118, 123, 133, 137, 139, 148, 157, 159, 161, 178, 181 <b>TE:</b> OV-20	<b>SE:</b> 212–214, 224–225, 236–237, 248–249, 260–261, 274–275
A. Compare formal and informal uses of English.	<b>TE:</b> 131a, 132	

Vocabulary Acquisition and Use	Part 1: Grammar	Part 2: Writing
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>SE:</b> 56–59, 116–117, 119, 154–165, 169, 173–177, 184–186 <b>TE:</b> 190–194, 198	<b>TE:</b> 214, 226, 238, 250, 262, 271
A. Use sentence-level context as a clue to the meaning of a word or phrase.	<b>SE:</b> 168–169	
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> ).	<b>SE:</b> 170–172	
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> ).	<b>SE:</b> 116–117, 176–177	
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> ).	<b>SE:</b> 56–59	
E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<b>SE:</b> 190–194, 198 <b>TE:</b> 46, 59, 119, 169, 214, 226, 238, 250, 262, 271	<b>TE:</b> 214, 226, 238, 250, 262, 271
L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<b>SE:</b> 87–88, 121–122, 125–126, 154–159, 166–167, 178–183	
A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).	<b>SE:</b> 114–115	
B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related	<b>SE:</b> 87–88, 121–122, 125–126	

adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).		
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	<b>SE:</b> 111, 113, 126 <b>TE:</b> OV-19	

### **Progress Indicators for Reading Literature**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

<b>Craft and Structure</b>	<b>Part 1: Grammar</b>	<b>Part 2: Writing</b>
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.		<b>SE:</b> 206, 209, 211, 254–255, 257, 266

### **Reading—Informational**

<b>Craft and Structure</b>	<b>Part 1: Grammar</b>	<b>Part 2: Writing</b>
----------------------------	------------------------	------------------------

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.	<b>SE:</b> 195–198	
--	--------------------	--