# New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

**Issued by the New Jersey Department of Education – Updated August 2019**

## *Grade 2 – Unit 2: Reading and Writing Informational Texts*

### **Rationale**

Unit 2 integrates reading and writing informational texts. The central foci of reading within this unit are identifying the main idea and features of a text to read more efficiently. For foundational reading skills, students continue to apply grade level phonics and skills in decoding words. In additional, this unit introduces opinion and informative/explanatory writing. Writers are expected to give information or explain how to do something using evidence-based facts and definitions. Within the writing process, writers will strengthen writing as needed through self-reflection, revising, and editing.

### Grade 2 – Unit 2, Module A

| **Standard** | **Student Learning Objectives****We are learning to… / We are learning that…** |
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| **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. | * texts have structure (beginning, middle, and end) and how the parts relate to each other
* describe how the events of a story lead to a conclusion
 |
| **RI.2.1.** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. | * ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text
* answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text
 |
| **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. | * use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text in an organized way
 |
| **RI.2.4**. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. | * we are learning to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
 |
| **RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | * identify the main purpose of a text
* identify what the author wants the reader to answer, explain, or describe
 |
| **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. | * independently read and comprehend second grade history/social studies text with scaffolding as needed
* independently read and comprehend second grade science text with scaffolding as needed
* independently read and comprehend second grade technical texts with scaffolding as needed
 |
| **RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.A. Know spelling-sound correspondences for common vowel teams. | * there are grade-level skills we can apply to decode words
* there are spelling-sound patterns for common vowel teams
 |
| **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. | * use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
 |
| **L.2.5.** 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*). | * figurative language, word relationships and nuances contribute to the meaning of a text
* demonstrate understanding of figurative language, word relationships and nuances in word meanings
* identify real-life connections between words and their use
 |
| **L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). | * distinguish shades of meaning among closely related verbs
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### Grade 2 – Unit 2, Module B

| **Standard** | **Student Learning Objectives****We are learning to… / We are learning that…** |
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| **RI.2.2**. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | * identify the main topic of a multi-paragraph text
* there is a different focus for specific paragraphs in multi-paragraph texts
 |
| **RI.2.7**. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | * explain how illustrations and images help the reader understand information in a text
 |
| **RF.2.3**. Know and apply grade-level phonics and word analysis skills in decoding words.D. Identify words with inconsistent but common spelling-sound correspondences. | * identify words with irregular spelling-sound patterns
 |
| **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. | * we can write to give information or explain how to do something using evidence-based facts and definitions
* write an introduction for the topic in an informational text
* use evidence-based facts and definitions to support points related to the topic when writing informational texts
* write a conclusion for an informational text
 |
| **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. | * with guidance and support from adults and peers, writers can strengthen writing as needed through self-reflection, revising, and editing
* focus on a topic with guidance and support from adults and peers
* strengthen writing as needed through self-reflection with guidance and support from adults and peers
* strengthen writing as needed through revising with guidance and support from adults and peers
* strengthen writing as needed through and editing with guidance and support from adults and peers
 |
|  **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). | * we can participate in shared research and writing projects
* research a topic by reading a number of books on the given topic and write about it
 |
| **W.2.8.** Recall information from experiences or gather information from provided sources to answer a question. | * we can recall information from experiences or gather information from provided sources to answer a question
* recall information from experiences to answer a question
* gather information from provided sources to answer a question
 |
| **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. | * use adjectives and adverbs, and choose between them depending on what is to be modified
 |
| **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). | * produce, expand, and rearrange complete simple and compound sentences
 |
| **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.C. Use an apostrophe to form contractions and frequently occurring possessives. | * use an apostrophe to form contractions and frequently occurring possessives
 |
| **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*). | * determine the meaning of the new word formed using knowledge of prefixes
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