

# 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 addition, 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...
<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 identifying how each successive part builds on earlier sections.	<ul style="list-style-type: none"><li>▪ texts have structure (beginning, middle, and end) and how the parts relate to each other</li><li>▪ describe how the events of a story lead to a conclusion</li></ul>
<b>RI.2.1.</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"><li>▪ ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text</li><li>▪ answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text</li></ul>
<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.	<ul style="list-style-type: none"><li>▪ 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</li></ul>
<b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<ul style="list-style-type: none"><li>▪ we are learning to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</li></ul>
<b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"><li>▪ identify the main purpose of a text</li><li>▪ identify what the author wants the reader to answer, explain, or describe</li></ul>
<b>RI.2.10.</b> Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.	<ul style="list-style-type: none"><li>▪ independently read and comprehend second grade history/social studies text with scaffolding as needed</li><li>▪ independently read and comprehend second grade science text with scaffolding as needed</li><li>▪ independently read and comprehend second grade technical texts with scaffolding as needed</li></ul>

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<b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams.	<ul style="list-style-type: none"> <li>▪ there are grade-level skills we can apply to decode words</li> <li>▪ there are spelling-sound patterns for common vowel teams</li> </ul>
<b>L.2.4.</b> 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.	<ul style="list-style-type: none"> <li>▪ use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</li> </ul>
<b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).	<ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of figurative language, word relationships and nuances in word meanings</li> <li>▪ identify real-life connections between words and their use</li> </ul>
<b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i> ) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i> ).	<ul style="list-style-type: none"> <li>▪ distinguish shades of meaning among closely related verbs</li> </ul>

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## Grade 2 – Unit 2, Module B

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<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.	<ul style="list-style-type: none"> <li>▪ identify the main topic of a multi-paragraph text</li> <li>▪ there is a different focus for specific paragraphs in multi-paragraph texts</li> </ul>
<b>RI.2.7.</b> Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> <li>▪ explain how illustrations and images help the reader understand information in a text</li> </ul>
<b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. D. Identify words with inconsistent but common spelling-sound correspondences.	<ul style="list-style-type: none"> <li>▪ identify words with irregular spelling-sound patterns</li> </ul>
<b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	<ul style="list-style-type: none"> <li>▪ we can write to give information or explain how to do something using evidence-based facts and definitions</li> <li>▪ write an introduction for the topic in an informational text</li> <li>▪ use evidence-based facts and definitions to support points related to the topic when writing informational texts</li> <li>▪ write a conclusion for an informational text</li> </ul>

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<b>W.2.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	<ul style="list-style-type: none"> <li>▪ with guidance and support from adults and peers, writers can strengthen writing as needed through self-reflection, revising, and editing</li> <li>▪ focus on a topic with guidance and support from adults and peers</li> <li>▪ strengthen writing as needed through self-reflection with guidance and support from adults and peers</li> <li>▪ strengthen writing as needed through revising with guidance and support from adults and peers</li> <li>▪ strengthen writing as needed through and editing with guidance and support from adults and peers</li> </ul>
<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).	<ul style="list-style-type: none"> <li>▪ we can participate in shared research and writing projects</li> <li>▪ research a topic by reading a number of books on the given topic and write about it</li> </ul>
<b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>▪ we can recall information from experiences or gather information from provided sources to answer a question</li> <li>▪ recall information from experiences to answer a question</li> <li>▪ gather information from provided sources to answer a question</li> </ul>
<b>L.2.1.</b> 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.	<ul style="list-style-type: none"> <li>▪ use adjectives and adverbs, and choose between them depending on what is to be modified</li> </ul>
<b>L.2.1.</b> 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., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	<ul style="list-style-type: none"> <li>▪ produce, expand, and rearrange complete simple and compound sentences</li> </ul>
<b>L.2.2.</b> 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.	<ul style="list-style-type: none"> <li>▪ use an apostrophe to form contractions and frequently occurring possessives</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 grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p>	<ul style="list-style-type: none"><li>▪ determine the meaning of the new word formed using knowledge of prefixes</li></ul>