

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

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## Grade 2 – Unit 3: Reading Multiple Texts

### Rationale

In unit three, we are building on knowledge gained from previous units. The main purpose of reading within this unit is to identify reasons why authors use specific words and phrases in text, make connections, compare and contrast multiple texts, as well as comprehend second grade level text. Reading a variety of nonfiction and fiction texts, students will analyze the structures and themes of diverse texts from various cultures then compare those versions to one another. Students continue to learn reading foundations by identifying common prefixes and suffixes to determine a word's meaning. Additionally, after reading about diverse perspectives on an issue, students will write their own opinion piece.

### Grade 2 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	<ul style="list-style-type: none"><li>recount (or retell) stories, including fables and folktales from diverse cultures</li></ul>
<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.	<ul style="list-style-type: none"><li>authors purposely use specific words and phrases for different types of texts (e.g., stories, poems, songs)</li><li>describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</li></ul>
<b>RL.2.9.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<ul style="list-style-type: none"><li>one story can have several versions that are written by different authors or that come from different cultures</li></ul>
<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.	<ul style="list-style-type: none"><li>there are different types of informational text</li><li>describe the connection between a series of historical events in a text</li><li>describe the connection between scientific ideas or concepts in a text</li><li>describe the connection between steps in technical procedures in a text</li></ul>
<b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. C. Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"><li>decode words with common prefixes</li><li>decode words with common suffixes</li></ul>

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<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.	<ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</li> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 2 reading and content choosing from various strategies</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. 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> , <i>additional</i> ).	<ul style="list-style-type: none"> <li>▪ use known root words to determine the meaning of unknown words with the same root</li> </ul>

### Grade 2 – Unit 3, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.2.8.</b> Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> <li>▪ describe the logical connections the author makes in a text</li> <li>▪ identify the logical connections the author makes in a text</li> </ul>
<b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> <li>▪ we can compare and contrast important points presented by two texts on the same topic</li> <li>▪ compare the most important points presented by two texts on the same topic</li> <li>▪ contrast the most important points presented by two texts on the same topic</li> </ul>

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<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., because, and, also) to connect opinion and reasons, and provide a conclusion.	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ introduce a topic or book</li> <li>▪ provide an opinion about the topic or book they are writing about</li> <li>▪ provide reasons that support the opinion</li> <li>▪ use linking words (e.g., because, and, also) to connect the opinion and reasons</li> <li>▪ provide a conclusion</li> </ul>
<b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	<ul style="list-style-type: none"> <li>▪ use reflexive pronouns</li> </ul>
<b>L.2.1.</b> 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., <i>sat</i> , <i>hid</i> , <i>told</i> ).	<ul style="list-style-type: none"> <li>▪ form and use the past tense of frequently occurring irregular verbs</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>