

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

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Grade 2 – Unit 4: Features of Literature

Rationale

In this unit, students deepen their learning of the structure and features of literature. Student read various types of literary texts and analyze the characters, events and structures. Using the literary texts as mentor texts, students write their own narratives to experience a variety of narrative writing styles. Within the writing process, writers will strengthen writing as needed through self-reflection, revising, and editing.

Grade 2 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	<ul style="list-style-type: none">▪ determine the central message/theme, lesson, or moral of stories, including fables and folktales from diverse cultures
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	<ul style="list-style-type: none">▪ characters respond to major events and challenges in a story▪ use key details to describe how characters in a story respond to major events and challenges
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none">▪ different characters have different points of view▪ acknowledge (note) differences in the points of view of characters▪ speak in the characters' voice when reading dialogue aloud
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none">▪ words and pictures from a story help us understand a print or digital text▪ demonstrate understanding of characters in a story using the words and illustrations▪ demonstrate understanding of setting(s) in a story using the words and illustrations▪ demonstrate understanding of plot in a story using the words and illustrations

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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	<ul style="list-style-type: none"> ▪ narrative writing describes events by including details about actions, thoughts, and feelings ▪ temporal (sequence) words show a sequence of events ▪ 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 ▪ end a narrative by providing a sense of closure
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> ▪ identify key ideas or details from a text read aloud, information presented orally, or through other media ▪ recount (retell) a text read aloud, information presented orally, or through other media ▪ describe key ideas or details from a text read aloud, information presented orally, or through other media
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.	<ul style="list-style-type: none"> ▪ through multimedia, drawings and/or visual displays, we can provide additional details and clarify ideas, thoughts and feelings ▪ include multimedia, drawings and/or visual displays when orally describing something to clarify ideas, thoughts, and feelings
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use commas in greetings and closings of letters	<ul style="list-style-type: none"> ▪ use commas in greetings and closings of letters.