

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 1: Reading and Writing Narratives

Rationale

Unit 1 is designed to allow students to engage in meaningful reading and writing in both fiction and nonfiction. As a part of the reading instruction, students will advance their skills by questioning the text and identifying the relationship of a text’s structure to its meaning. In addition, student reading comprehension will be supported through instructional focus on phonics, expression and accuracy. Narrative writing serves to complement the reading material and engage the student’s background knowledge. Finally, students serve as active participants in large and smaller group discussions that collaborative create norms and build on each other’s ideas. By the end of the year, students will read and comprehend both literary and informational texts independently.

Grade 2 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> ▪ 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
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.	<ul style="list-style-type: none"> ▪ describe how the beginning introduces the story ▪ describe how each story event builds on earlier sections ▪ identify how each part of the story builds from beginning to end
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	<ul style="list-style-type: none"> ▪ the purpose of reading is to understand stories and poetry at grade level or above, with scaffolding as needed ▪ independently read and comprehend literature, including stories and poetry, at grade level
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. B. Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> ▪ decode regularly spelled two-syllable words with long vowels
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. E. Recognize and read grade appropriate irregularly spelled words.	<ul style="list-style-type: none"> ▪ recognize and read grade appropriate irregularly spelled words

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> ▪ it is important to read grade-level text accurately and fluently to help us understand what we are reading ▪ read grade-level text with purpose and understanding
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<ul style="list-style-type: none"> ▪ read grade-level text orally with accuracy, appropriate rate, and expression
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary
<p>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. A. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 2 reading and content choosing from various strategies ▪ use context clues in the sentence to determine the meaning of a word or phrase
<p>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. D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<ul style="list-style-type: none"> ▪ use known individual words to predict the meaning of compound words

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Grade 2 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> ▪ participate in conversations with different partners about <i>2nd grade topics and texts</i> in small and large groups with peers and adults ▪ follow agreed-upon norms for discussions
<p>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.</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p>	<ul style="list-style-type: none"> ▪ actively listen and respond to others' remarks ▪ build on others' talk in conversations by linking their comments to the topic
<p>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.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ▪ ask questions to gain comprehension about the topic and text under discussion
<p>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.</p>	<ul style="list-style-type: none"> ▪ asking and answering questions helps me deepen my understanding of a topic ▪ ask and answer questions about information heard to check for understanding, deepen comprehension, and gather more information about a topic or issue
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> ▪ we speak in logical and coherent sentences, so others can hear and understand us ▪ orally express facts of a story using descriptive details in logical and coherent sentences
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> ▪ we can clarify our thinking by speaking in complete sentences ▪ speak in complete sentences when asked to provide additional details or clarification

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.</p>	<ul style="list-style-type: none"> ▪ there are both formal and informal uses of English ▪ use what we know about the English language and its conventions when writing, speaking, reading, or listening
<p>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>).</p>	<ul style="list-style-type: none"> ▪ adjectives and adverbs are used to describe other words ▪ use words and phrases we have learned through conversations, being read to, and reading ▪ include adjectives and adverbs when responding to texts

Grade 2 – Unit 1, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ narrative writing describes events by including details about actions, thoughts, and feelings ▪ write narratives in which we recount a well-elaborated event or short sequence of events ▪ include details to describe actions, thoughts, and feelings ▪ end a narrative by providing a sense of closure
<p>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.</p>	<ul style="list-style-type: none"> ▪ with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing ▪ use a variety of digital tools ▪ produce writing with guidance and support from adults and collaboration with peers ▪ publish writing with guidance and support from adults and collaboration with peers
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., <i>group</i>).</p>	<ul style="list-style-type: none"> ▪ use collective nouns when writing or speaking

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<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<ul style="list-style-type: none"> ▪ form and use frequently occurring irregular plural nouns
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names.</p>	<ul style="list-style-type: none"> ▪ capitalize holidays, product names, and geographic names when writing
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ▪ consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings