

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, and 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

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ decode regularly spelled two-syllable words with long vowels
<p>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.</p>	<ul style="list-style-type: none"> ▪ recognize and read grade appropriate irregularly spelled words
<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

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<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.</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<ul style="list-style-type: none"> ▪ use known individual words to predict the meaning of compound words

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 2nd <i>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

2016 NJSLs-ELA Instructional Units

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. 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
<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

2016 NJSLS-ELA Instructional Units

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.</p> <p>A. Use collective nouns (e.g., <i>group</i>).</p>	<ul style="list-style-type: none"> ▪ use collective nouns when writing or speaking
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p> <p>A. Capitalize holidays, product names, and geographic names.</p>	<ul style="list-style-type: none"> ▪ capitalize holidays, product names, and geographic names when writing

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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

2016 NJSLs-ELA Instructional Units

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...
RI.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"> ▪ 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 <i>who, what, where, when, why, and 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
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.	<ul style="list-style-type: none"> ▪ 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 <i>grade 2 topic or subject area</i> .	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ identify the main purpose of a text ▪ identify what the author wants the reader to answer, explain, or describe

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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
<p>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.</p>	<ul style="list-style-type: none"> ▪ there are grade-level skills we can apply to decode words ▪ there are spelling-sound patterns for common vowel teams
<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. E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ▪ use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
<p>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., <i>describe foods that are spicy or juicy</i>).</p>	<ul style="list-style-type: none"> ▪ 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
<p>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., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<ul style="list-style-type: none"> ▪ distinguish shades of meaning among closely related verbs

2016 NJSL-ELA Instructional Units

Grade 2 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<ul style="list-style-type: none"> ▪ identify the main topic of a multi-paragraph text ▪ there is a different focus for specific paragraphs in multi-paragraph texts
<p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<ul style="list-style-type: none"> ▪ explain how illustrations and images help the reader understand information in a text
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">D. Identify words with inconsistent but common spelling-sound correspondences.</p>	<ul style="list-style-type: none"> ▪ identify words with irregular spelling-sound patterns
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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
<p>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).</p>	<ul style="list-style-type: none"> ▪ 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
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ▪ 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
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Use adjectives and adverbs and choose between them depending on what is to be modified.</p>	<ul style="list-style-type: none"> ▪ use adjectives and adverbs, and choose between them depending on what is to be modified
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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>).</p>	<ul style="list-style-type: none"> ▪ produce, expand, and rearrange complete simple and compound sentences

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<ul style="list-style-type: none"> ▪ use an apostrophe to form contractions and frequently occurring possessives
<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.</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, tell/retell</i>).</p>	<ul style="list-style-type: none"> ▪ determine the meaning of the new word formed using knowledge of prefixes

2016 NJSLs-ELA Instructional Units

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...
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"> ▪ recount (or retell) stories, including fables and folktales from diverse cultures
RL.2.4. 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"> ▪ authors purposely use specific words and phrases for different types of texts (e.g., stories, poems, songs) ▪ describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
RL.2.9. 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"> ▪ one story can have several versions that are written by different authors or that come from different cultures
RI.2.3. 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"> ▪ there are different types of informational text ▪ describe the connection between a series of historical events in a text ▪ describe the connection between scientific ideas or concepts in a text ▪ describe the connection between steps in technical procedures in a text

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. C. Decode words with common prefixes and suffixes.</p>	<ul style="list-style-type: none"> ▪ decode words with common prefixes ▪ decode words with common suffixes
<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.</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
<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. 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>).</p>	<ul style="list-style-type: none"> ▪ use known root words to determine the meaning of unknown words with the same root

Grade 2 – Unit 3, Module B

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

2016 NJSLs-ELA Instructional Units

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

2016 NJSLs-ELA Instructional Units

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

2016 NJSLs-ELA Instructional Units

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 ▪ 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
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<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
<p>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.</p>	<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
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use commas in greetings and closings of letters</p>	<ul style="list-style-type: none"> ▪ use commas in greetings and closings of letters.