

Grade 2

Unit 1 (September 6- November 11)

Reading- This unit is designed as an introduction to second grade reading workshop. Students learn procedures for participating in their new classroom community, reading independently, and working with partners. They analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts, using post-its, as well as staying focused and building stamina by keeping a reading log. Students develop habits for reading and talking about books with partners that may include how to sit, take turns, read together, and retell a story.

Writing- This narrative unit is divided into three bends, each one helping children deepen their understanding of narrative writing and how authors take moments from their personal lives and write about them. First, students learn that writers grab hold of particular moments, moments that stay with them, and let those moments spark ideas for their stories. Over the course of Bend I, students learn ways to stretch out and magnify their small moments, writing these with great attention to detail and to crafting powerful beginnings and endings. The bend ends with a day of goal setting, where children can use the narrative checklist to assess their work and to set goals for themselves as writers. The unit progresses in Bend II, where there is a spotlight on writing with intentions and learning from the author's craft. Children are asked to name their intentions as writers-what they hope their readers will feel- and revise on the go. Using the mentor text *Owl Moon* by Jane Yolen, students examine parts closely to consider what makes some parts so powerful and how the author achieves that effect. As the bend progresses, the emphasis shifts to understanding why an author would use a particular craft move, and children revise their writing, paying attention to word choice and language. As they round Bend III, children make reading and writing connections drawing on everything they have learned up until this point to discover craft moves in books they are reading on their own and to apply these to their own writing. There are two main goals in this bend: first, students work with increasing independence, transferring what they have learned with teacher guidance and through shared inquiry to work that is largely self-initiated. Second, children devote careful attention to revision and editing, aiming to make their writing as clear and powerful as it can be.

English Language Arts Unit Performance Expectations

<p>Reading Literature</p>	<ul style="list-style-type: none"> ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● Describe how characters in a story respond to major events and challenges. ● Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ● Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ● Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ● By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity
<p>Reading Informational Text</p>	<p>Taught in Unit 2</p>

Grade 2

Reading Foundational Skills	<ul style="list-style-type: none">● Know and apply grade level phonics and word analysis skills in decoding words.<ul style="list-style-type: none">○ Distinguish long and short vowels when reading regularly spelled one syllable words.○ Identify words with inconsistent but common spelling sound correspondences.○ Recognize and read grade appropriate irregularly spelled words.○ Identify prefixes and suffix○ Identify and read vowel teams in words● Read with sufficient accuracy and fluency to support comprehension.<ul style="list-style-type: none">○ Read grade level text with purpose and understanding.○ Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.○ Use context to confirm or self correct word recognition and understanding, rereading as necessary.
Writing	<ul style="list-style-type: none">● 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.● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.<ul style="list-style-type: none">● With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.● Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	<ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<ul style="list-style-type: none">○ Follow agreed upon rules 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).○ Build on others' talk in conversations by linking their comments to the remarks of others.○ Ask for clarification and further explanation as needed about the topics and texts under discussion.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● 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.● Tell a story or recount an experience with appropriate facts and relevant, descriptive details,

Grade 2

	<p>speaking audibly in coherent sentences.</p> <ul style="list-style-type: none"> ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<p>Language</p>	<ul style="list-style-type: none"> ● Capitalize holidays, days of the week, months of the year, names, places and the word “I”. ● Use commas in greetings and closings of letters. ● Use an apostrophe to form contractions and frequently occurring possessives. ● Use a noun and verb in sentences ● Use adverbs in sentences to provide more details for actions ● Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). ● Identify real life connections between words and their use (e.g., describe foods that are spicy or juicy). ● Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). ● 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., When other kids are happy that makes me happy).

Unit 2 (November 14- January 27)

Reading- This unit is designed to teach second graders the strategies of nonfiction reading. Students focus their attention on growing knowledge as they pay attention to details and question texts. They tackle both the tricky word work and vocabulary development of nonfiction reading. Readers grow their knowledge across texts as they read topic sets of texts, comparing, contrasting and connecting information across texts.

Writing- This unit was designed to be a more direct teaching of nonfiction writing, acting as a foundation and guide for a more advanced unit later in the year. In bend one students write lots of books. Students use all they know to write many books, spending only a day or two on each book before moving on to a new one. Students choose expert topics and study other nonfiction authors, noticing the interesting and cool things they do to teach in their books, then try those moves in their own writing. Once students have written a few books, they set goals using the information checklist. As bend one comes to a close, writers edit and create an “about the author” page. In bend two students focus on writing for an audience. Second grade writers, not only choose topics, but choose an audience. Writers ask, “What information does my audience want to know?” They work alongside the teacher to write a more developed demonstration text, which is angled to a specific audience. Students participate in an inquiry of different leads and peers provide each other feedback. During this bend, writers focus on revision, setting goals, and attending to spelling. To celebrate the end of bend one, students become book fairies! Writers fancy up their books to publish, wrap, and gift to their intended audience. In bend three writers explore all kinds of nonfiction texts. The teacher invites students to consider presenting information in a new way including: question-and-answer book, a story that teaches, or a how-to book. Students study mentors of these kinds

Grade 2

of books, focusing on the structure. Writers continue to provide each other feedback and use tools from the unit to help them prepare their books for publishing.

English Language Arts Unit Performance Expectations

Reading Literature	Taught in Units 1, 3 and 4
Reading Informational Text	<ul style="list-style-type: none"> ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. ● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. ● Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. ● 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. ● Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ● Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ● Describe how reasons support specific points the author makes in a text. ● Compare and contrast the most important points presented by two texts on the same topic. Range of reading and level of text complexity ● By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Foundational Skills	<ul style="list-style-type: none"> ● Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ Distinguish long and short vowels when reading regularly spelled one syllable words. ○ Decode words with common prefixes and suffixes. ● Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ Read grade level text with purpose and understanding. ○ Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. ○ Use context to confirm or self correct word recognition and understanding, rereading as necessary.
Writing	<ul style="list-style-type: none"> ● Write informative/explanatory texts in which they introduce a topic, use facts

Grade 2

	<p>and definitions to develop points, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> ● 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 to connect opinion and reasons, and provide a concluding statement or section. ● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ● With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● 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>Speaking and Listening</p>	<ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ Follow agreed upon rules 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). ○ Build on others' talk in conversations by linking their comments to the remarks of others. ○ Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● 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. ● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ● Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<p>Language</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Use collective nouns (e.g., group). ○ Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

Grade 2

	<ul style="list-style-type: none">o Use reflexive pronouns (e.g., myself, ourselves).o Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).o Use adjectives and adverbs, and choose between them depending on what is to be modified.● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">o Capitalize holidays, product names, and geographic names.o Use commas in greetings and closings of letters.o Use apostrophe-s to show ownershipo Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).o Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.● 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">o Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).o Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).o Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).o Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.● Demonstrate understanding of word relationships and nuances in word meanings.<ul style="list-style-type: none">o Identify real life connections between words and their use (e.g., describe foods that are spicy or juicy).o Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).● 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., When other kids are happy that makes me happy).
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Unit 3 (January 30- March 31)

Grade 2

Reading- In this unit, children will practice reading with more alertness to the intent that an author brings to a particular book, whether a story or an informational book. They'll use their own voices, inflections and gestures to bring out the author's intent and will also work to read with a smooth, steady, confident voice. They'll do this both on their own and with a partner. They will tackle tricky words and new vocabulary with greater understanding. In more complicated books where they are encountering both words that are hard to read and ones that are hard to understand— i.e., new vocabulary. Throughout this part of the unit, they will learn strategies for what to do when this happens, and they will practice applying these to the books that they read. Then the students will learn the many purposes behind rereading, such as, to clarify confusing parts, to understand how two parts fit together, to connect the beginning (or an earlier part) with the ending (or a later part). Finally children will sort themselves, coach and support one another in one of three goal clubs: fluency, literary language, or keeping track of longer books, based on common goals.

Writing- In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students. Students will draft both handwritten pieces as well as pieces using appropriate technology.

English Language Arts Unit Performance Expectations

<p>Reading Literature</p>	<ul style="list-style-type: none"> ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● Describe how characters in a story respond to major events and challenges. ● Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ● Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ● Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ● Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <p>Range of reading and level of text complexity</p> <ul style="list-style-type: none"> ● By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<p>Reading Informational Text</p>	<p>Taught in Unit 2</p>
<p>Reading Foundational Skills</p>	<ul style="list-style-type: none"> ● Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ Distinguish long and short vowels when reading regularly spelled one syllable words. ○ Decode words with common prefixes and

Grade 2

	<ul style="list-style-type: none">o suffixes.o Decode regularly spelled two syllable words with long vowels.o Know spelling-sound correspondences for additional common vowel teams.o Identify words with inconsistent but common spelling-sound correspondences.● Read with sufficient accuracy and fluency to support comprehension.<ul style="list-style-type: none">o Read grade level text with purpose and understanding.o Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.o Use context to confirm or self correct word recognition and understanding, rereading as necessary.
Writing	<ul style="list-style-type: none">● 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.● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.● With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.● Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	<ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<ul style="list-style-type: none">o Follow agreed upon rules 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).o Build on others' talk in conversations by linking their comments to the remarks of others.o Ask for clarification and further explanation as needed about the topics and texts under discussion.● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.● 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.● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.● Produce complete sentences when appropriate to task and situation in order to provide requested

Grade 2

Language	detail or clarification. <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ Use collective nouns (e.g., group).○ Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).○ Use reflexive pronouns (e.g., myself, ourselves).○ Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).○ Use and place adjectives and adverbs correctly in sentences○ Link adjectives with verbs of being○ Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ Capitalize holidays, product names, and geographic names.○ Use commas in greetings and closings of letters.○ Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.● 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">○ Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).○ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).○ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.● Demonstrate understanding of word relationships and nuances in word meanings.<ul style="list-style-type: none">○ Identify real life connections between words and their use (e.g., describe foods that are spicy or juicy).○ Distinguish shades of meaning among closely
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Grade 2

	<p>related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <ul style="list-style-type: none"> • 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., When other kids are happy that makes me happy).
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Unit 4 (April 3- June 14)

Reading- This unit is designed to support the reading of series books. Students' comprehension is supported when they encounter familiar characters and places, book after book, throughout a series. Teaching students to think across books is also good practice to set them up for working longer, multi-chapter novels. It also builds young reader's stamina. Students draw on previously learned strategies, develop new ones, and integrate what they know about a character (or characters) across a series. Children use this information to understand, predict, and critique a story. They react and pay attention to the important parts of the story and learn about how stories in series tend to go. They pay attention to predictable structures that contain familiar, typical elements; these observations will help them predict and understand the characters better. Finally, children learn to make decisions about what they want to study, and how they will study those things together in reading clubs.

Writing- This unit is geared to help students learn to state clear opinions and to support these ideas with evidence. Students learn to write about beloved books in ways that persuade others to love them as much as they do. Students learn to think deeply about characters, favorite scenes, illustrations across texts and lessons learned. By engaging in persuasive letter writing students will move more towards an essay format toward the unit's end. Students will draft both handwritten pieces as well as pieces using appropriate technology.

English Language Arts Unit Performance Expectations

Reading Literature	<ul style="list-style-type: none"> • 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. • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Describe how characters in a story respond to major events and challenges. • Describe how words and phrases (e.g., <i>regular beats</i>, <i>alliteration</i>, <i>rhymes</i>, <i>repeated lines</i>) supply rhythm and meaning in a story, poem, or song. • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with
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Grade 2

	scaffolding as needed at the high end of the range.
Reading Informational Text	Taught in Unit 2
Reading Foundational Skills	<ul style="list-style-type: none"> ● Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ Decode words with common prefixes and suffixes. ○ Decode regularly spelled two syllable words with long vowels. ○ Know spelling-sound correspondences for additional common vowel teams. ○ Identify words with inconsistent but common spelling-sound correspondences. ● Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ Read grade level text with purpose and understanding. ○ Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
Writing	<ul style="list-style-type: none"> ● Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support the opinion, and provide a concluding statement. ● With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ● Participate in shared research and writing projects.
Speaking and Listening	<ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ Follow agreed upon rules 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). ○ Build on others' talk in conversations by linking their comments to the remarks of others. ○ Ask for clarification and further explanation as needed about the topics and texts under discussion. ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● 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. ● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 2

Language	<ul style="list-style-type: none">● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ Use collective nouns (e.g., group).○ Use literary language, linking words and capital letters in writing○ Use and place adjectives and adverbs correctly in sentences○ Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ Capitalize holidays, product names, and geographic names.○ Use writing conventions such as a dash, parentheses and/or commas○ Use commas in greetings and closings of letters.○ Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.● 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">○ Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).○ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).○ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.● Demonstrate understanding of word relationships and nuances in word meanings.<ul style="list-style-type: none">○ Identify real life connections between words and their use (e.g., describe foods that are spicy or juicy).● 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., When other kids are happy that makes me happy).
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