

GRADE 2

Course Overview

MCPS English Language Arts teaching and learning in Second Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- ask and answer questions with the information gained from illustrations/images to demonstrate understanding of key details in both literary and informational text;
- recount stories and/or key information in text to determine the central message from various and diverse sources;
- describe overall structure of a story and acknowledge differences in points of view of characters both within and across texts;
- identify the main idea and details and/or a connection between steps or events of multi-paragraph informational text;
- know and apply phonics and word analysis to read accurately and fluently at a second grade level.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative (opinion), information/explanatory, and narrative pieces that draw upon literary and informational texts they read. With guidance and support, students:

- routinely produce clear and coherent writing appropriate for second grade;
- conduct short research projects;
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- participate in collaborative discussions following agreed-upon rules; conversations build from class contributions;
- describe key ideas or details from a text read aloud or information presented either orally or through media;
- create media recordings of their stories and poems along with adding drawing or other visual displays.

Language and the “rules” of standard written and spoken English as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises.

Students:

- demonstrate command of Standard English conventions when writing or speaking at a second grade level;
- identify real-life connections between words and their use;
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Major Units:

Indian Education for All Titles

- *Jingle Dancer* by Cynthia Leitich Smith
- *Morning on the Lake* by Jan Waboose Bourdeau
- *Range Eternal* by Louise Erdrich
- *Red Parka Mary* by Peter Eyvindson

Science

- States of Matter; Solids, Liquids, Gases
- Life Cycles of Plants
- Life Cycles of Animals

Social Studies

People Who Make a Difference:

- Parents, Grandparents and Family Members
- People Who Supply Our Needs
- People from Many Cultures Now and Long Ago
- Geographic Awareness

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **2.RL.1** - **Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

LEARNING TARGETS

- a) I know how to ask and answer questions using key details.
- b) I can ask and answer questions (e.g. who, what where, when why) to demonstrate understanding of a text.

2. **2.RL.2** - **Recount stories, including fables and folktales from diverse cultures, including American Indian cultures, and determine their central message, lesson, or moral.**

LEARNING TARGETS

- a) I know there are different types of stories from different cultures; including stories from American Indians
- b) I know stories have messages, lessons and/or morals to learn
- c) I can retell a story interpreting its central message, lesson or moral

3. 2.RL. 3 - Describe how characters in a story respond to major events and challenges.

LEARNING TARGETS

- a) I know the characters, challenges and events in a story
- b) I can describe how characters respond to challenges and events (e.g. drawing, writing, telling, etc)

Craft and Structure

4. 2.RL. 4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

LEARNING TARGETS

- a) I know words and phrases can have rhythm and rhyme in stories, poems, and songs.
- b) I know words and phrases can have regular beats, alliteration, and repeated lines in stories, poems, and songs.
- c) I know alliterations are phrases or sentences that begin with the same sound.
- d) I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

5. 2.RL. 5 - Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.

LEARNING TARGETS

- a) I know that stories, including American Indian stories, have a beginning, middle and end.
- b) I know stories have events and actions
- c) I can describe the structure of a story which includes a beginning, middle and end

6. 2.RL. 6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

LEARNING TARGETS

- a) I know characters can be different
- b) I know characters can think act and speak differently
- c) I know quotation marks means a character is speaking
- d) I can acknowledge a character's point of view and make my oral reading sound like the character

Integration of Knowledge and Ideas

7. 2.RL. 7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LEARNING TARGETS

- a) I know illustrations and words contain additional information about the story
- b) I know how to use the illustrations to help my understanding
- c) I can use the information gained from the illustrations and words to help me better understand the characters, setting or plot

8. (Not applicable to literature)

9. **2.RL. 9** - Compare and contrast **two or more versions of the same story** (e.g., Cinderella stories) **by different authors or from different cultures**, including American Indian authors or cultures.

LEARNING TARGETS

- a) I know there can be different versions of a story
- b) I know there are different authors
- c) I know there are different cultures in our world
- d) I can compare and contrast different versions of the same story (e.g., Cinderella stories)

Range of Reading and Level of Text Complexity

10. **2.RL. 10** - 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.**

LEARNING TARGETS

- a) I know how to read and understand literature at the 2-3 level
- b) I can read and comprehend literature at the 2-3 level with the necessary support

Reading Standards for Informational Text

Key Ideas and Details

1. **2.RI. 1** - Ask and answer such questions as **who, what, where, when, why, and how to demonstrate understanding** of key details in a text.

LEARNING TARGETS

- a) I know how to ask and answer questions using key details
- b) I can ask and answer questions (e.g. who, what where, when why) to demonstrate understanding of a text

2. **2.RI. 2** - Identify the **main topic of a multiparagraph text** as well as **the focus of specific paragraphs** within the text.

LEARNING TARGETS

- a) I know paragraphs have a main idea
- b) I know paragraphs have supporting details
- c) I know there can be multiple paragraphs about one topic
- d) I can recognize the main idea of a multiparagraph text and how each paragraph supports it

3. **2.RI. 3** - Describe the connection between a series of **historical events, scientific ideas or concepts, or steps in technical procedures in a text.** Include texts by and about American Indians.

LEARNING TARGETS

- a) I know informational text can contain historical events, scientific ideas/concepts or steps in a procedure
- b) I know the text features in informational selections help me understand what I read
- c) I can read informational text
- d) I can sequence events, ideas/concepts or steps in a process after reading
- e) I can connect informational text to the world

Craft and Structure

4. **2.RI. 4** - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Recognize words and phrases with cultural significance to American Indians.

LEARNING TARGETS

- a) I know various vocabulary strategies (e.g., prefix, suffixes, surrounding text) that help me understand the meaning of words and phrases
- b) I can figure out the meaning of words and phrases specific to 2nd grade

5. **2.RI. 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.

LEARNING TARGETS

- a) I know informational text contains text features that help me when I read
- b) I know where different text features are located in a book
- c) I can use the different text features to locate facts and information in a text when I read

6. **2.RI. 6** - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

LEARNING TARGETS

- a) I know how to determine the main topic in a text
- b) I know that an author has a purpose for writing
- c) I can identify the main purpose of a text (e.g., answer, explain and/or describe)

Integration of Knowledge and Ideas

7. **2.RI. 7** - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

LEARNING TARGETS

- a) I know that pictures help me understand what I read
- b) I can tell how pictures/diagrams help me understand what I read

8. **2.RI. 8** - Describe how reasons support specific points the author makes in a text.

LEARNING TARGETS

- a) I know authors give reasons to support their thinking
- b) I can describe how the reasons support the author's viewpoint

9. **2.RI. 9** - Compare and contrast the most important points presented by two texts on the same topic.

LEARNING TARGETS

- a) I know that 2 books can be written on the same topic
- b) I know how to compare and contrast ideas
- c) I can compare and contrast important points about the same topic from two different texts

Range of Reading and Level of Text Complexity

10. 2.RI. 10 - 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.

LEARNING TARGETS

- a) I know how to read and understand informational text at the 2-3 level
- b) I can read and comprehend informational text proficiently at the 2-3 level with support as needed

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. 2.RF. 3.a - Distinguish long and short vowels when reading regularly spelled one-syllable words.

LEARNING TARGETS

- a) I know vowels have a short or long sound.
- b) I know vowel strategies help me distinguish between long and short vowel sounds.
- c) I can read a one syllable word using the appropriate vowel sound.

b. 2.RF. 3.b - Know spelling-sound correspondences for additional common vowel teams.

LEARNING TARGETS

- a) I know various common vowel teams (e.g., ee, oa, oi, oy etc.) and their sounds
- b) I know the phonics rules for decoding and spelling words
- c) I can apply the grade level phonics rules and analyze words with common vowel teams

c. 2.RF. 3.c - Decode regularly spelled two-syllable words with long vowels.

LEARNING TARGETS

- a) I know the grade level phonics rules for decoding words
- b) I know to analyze a word
- c) I know words can have two syllables
- d) I can apply grade-level phonics rules and analyze two syllable words with long vowel sounds

d. 2.RF. 3.d - Decode words with common prefixes and suffixes.

LEARNING TARGETS

- a) I know words can have a prefix and/or a suffix
- b) I know how to break words into syllables for reading
- c) I can apply grade level phonics rules and analyze words with prefixes and suffixes

e. 2.RF. 3.e - Identify words with inconsistent but common spelling-sound correspondences.

LEARNING TARGETS

- a) I know the grade level phonics and word analysis skills for decoding words
- b) I know there are some words that have inconsistent but common spelling-sounds (e.g., heat vs. head, bow vs. bow)
- c) I can apply grade level phonics and analyze words with inconsistent but common spelling-sound correspondences

f. 2.RF. 3.f - Recognize and read grade-appropriate irregularly spelled words.

LEARNING TARGETS

- a) I know the grade level phonics and word analysis skills for decoding words
- b) I know there are some irregularly spelled words
- c) I can analyze words and apply grade-level phonics when I read irregularly spelled words

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. 2.RF. 4.a - Read on-level text with purpose and understanding.

LEARNING TARGETS

- a) I know to read fluently to support my understanding.
- b) I know good reading. (e.g., stop at punctuation, pause at commas, and use expression)
- c) I can read on-level text accurately and fluently to support my understanding.

b. 2.RF. 4.b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

LEARNING TARGETS

- a) I know how to read orally at an appropriate rate to support my understanding.
- b) I know what good reading sounds like. (e.g., stop at punctuation, pause at commas, and use expression)
- c) I can orally read on-level text accurately and fluently to support my understanding.

c. 2.RF. 4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEARNING TARGETS

- a) I know to self-correct to understand what I have read
- b) I know when to reread
- c) I can read fluently, and accurately
- d) I can reread or self-correct when necessary

Writing Standards

Text Types and Purposes

1. 2.WR. 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 concluding statement or section.

LEARNING TARGETS

- a) I know the difference between opinion and fact
- b) I know the opinions need support via reasons
- c) I know what linking words are
- d) I know how to write a concluding statement
- e) I can write opinion pieces about a topic or book in which I state my opinion, with supporting reasons and a conclusion

2. 2.WR. 2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LEARNING TARGETS

- a) I know what a fact is
- b) I know how to find definitions
- c) I know how to write a concluding statement
- d) I know what it means to inform and/or explain
- e) I can write an informative/explanatory piece about a topic with supporting facts and definitions

3. 2.WR. 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.

LEARNING TARGETS

- a) I know what a narratives is
- b) I know how to sequence events
- c) I know how to use ordinal words
- d) I can write a detailed narrative in sequential order including temporal words and a concluding statement

Production and Distribution of Writing

5. 2.WR. 5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

LEARNING TARGETS

- a) I know how to write about a topic
- b) I know the steps in the writing process
- c) I know what good writing sounds like and looks like
- d) I know how to change word choice and sentence structure
- e) I can improve my writing by revising and editing

6. 2.WR. 6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

LEARNING TARGETS

- a) I know to use a variety of digital tools to publish and share with peers.
- b) I can use a variety of digital tools to be creative in my writing. (e.g., computer, iPads, Netbooks)
- c) I can use a variety of digital tools to share with my peers. (e.g., computer, iPads, Netbooks)

Research to Build and Present Knowledge

7. 2.WR. 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). Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to locate information about a topic from books, the internet and other sources
- b) I know how to write about a single topic
- c) I know how to record my scientific observations
- d) I know how to work with other students on a research project
- e) I can participate in a shared research and writing project

8. 2.WR. 8 - Recall information from experiences or gather information from provided sources to answer a question. Include Stories by and about American Indians.

LEARNING TARGETS

- a) I know how to use personal background knowledge
- b) I know how to find information from a variety of sources provided to me.
- c) I can recount and describe details to answer a question

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. 2.SL. 1.a - 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).

LEARNING TARGETS

- a) I know the rules for speaking and listening
- b) I know how to wait for my turn and speak when called upon
- c) I know how to actively listen
- d) I can participate in discussions responsibly and respectfully

b. 2.SL. 1.b - Build on others' talk in conversations by linking their comments to the remarks of others.

LEARNING TARGETS

- a) I know how to actively listen to others
- b) I know how to engage in collaborative conversations
- c) I know how to participate responsibly and respectfully in a conversations
- d) I can engage in conversations about grade appropriate topics and text

c. **2.SL. 1.c** - Ask for **clarification and further explanation** as needed about the topics and texts under discussion.

LEARNING TARGETS

- a) I know how to actively listen to others
- b) I know how to ask questions when I don't understand
- c) I can ask for clarification and explanations about a topic/text being discussed

2. **2.SL. 2** - **Recount or describe key ideas or details** from a text read aloud or information presented orally or through other media.

LEARNING TARGETS

- a) I know how to recall and present information
- b) I know how to identify key ideas
- c) I know how to report facts and relevant details
- d) I can describe and present ideas/details orally or through other media

3. **2.SL. 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**.

LEARNING TARGETS

- a) I know how to actively listen to others
- b) I know how to ask questions
- c) I can ask and answer questions to clarify and deepen my understanding about a topic/issue

Presentation of Knowledge and Ideas

4. **2.SL. 4** - **Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

LEARNING TARGETS

- a) I know to speak clearly when retelling a story or event.
- b) I know to use descriptive details when retelling a story or event.
- c) I can share my ideas in a clear voice.
- d) I can retell stories and events using descriptive words and facts.

5. **2.SL. 5** - **Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences** when appropriate to clarify ideas, thoughts, and feelings.

LEARNING TARGETS

- a) I know to use technology tools to record stories and poems.
- b) I know to use appropriate pictures to describe facts and details.
- c) I know to be clear about ideas, thoughts and feelings.
- d) I can use a variety of technology tools to record stories and poems.
- e) I can find and use appropriate pictures to support my stories and poems.
- f) I can share my ideas clearly.

6. **2.SL. 6** - Produce complete sentences when appropriate to task and situation **in order to provide requested detail or clarification.**

LEARNING TARGETS

- a) I know to use details to write clear and complete sentences.
- b) I can verbally express my ideas in complete sentences.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **2.LS. 1.a** - **Use collective nouns (e.g., group).**

LEARNING TARGETS

- a) I know what a noun is
- b) I know the difference between a singular and plural noun
- c) I know the importance of effective communication
- d) I can use the correct conventions of collective nouns (e.g., group) when writing or speaking

b. **2.LS. 1.b** - **Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).**

LEARNING TARGETS

- a) I know what a irregular noun is
- b) I know what a plural noun is
- c) I know the importance of effective communication
- d) I can use the correct conventions of irregular plural nouns (e.g., feet, children, teeth) when writing or speaking

c. **2.LS. 1.c** - **Use reflexive pronouns (e.g., myself, ourselves).**

LEARNING TARGETS

- a) I know what a noun is
- b) I know what a pronoun is
- c) I know what a reflexive pronoun is
- d) I know the importance of effective communication
- e) I can use the correct conventions of reflexive pronouns (e.g., myself, ourselves) when writing or speaking

d. **2.LS. 1.d** - **Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).**

LEARNING TARGETS

- a) I know what a verb is
- b) I know what an irregular verb is
- c) I know what past, present and future tenses are
- d) I know the importance of effective communication
- e) I can use the correct conventions of past tense irregular verbs (e.g., sat, hid, told) when writing or speaking

e. 2.LS. 1.e - Use adjectives and adverbs, and choose between them depending on what is to be modified.

LEARNING TARGETS

- a) I know what a noun is
- b) I know what a verb is
- c) I know what an adjective is
- d) I know what an adverb is
- e) I know the importance of effective communication
- f) I can use the correct adjective or adverb when writing or speaking

f. 2.LS. 1.f - 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).

LEARNING TARGETS

- a) I know what a simple sentence is
- b) I know what a compound sentence is
- c) I know sentences can start in different ways
- d) I know the importance of effective communication
- e) I can produce, expand, and rearrange 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.) when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 2.LS. 2.a - Capitalize holidays, product names, and geographic names.

LEARNING TARGETS

- a) I know how to identify a proper noun
- b) I know proper nouns are capitalized
- c) I know the importance of effective communication
- d) I can capitalize proper nouns (e.g., holidays, product names and geographic names) when writing

b. 2.LS. 2.b - Use commas in greetings and closings of letters.

LEARNING TARGETS

- a) I know what a comma is
- b) I know commas are used in greeting and closing of letters
- c) I can use commas correctly in greetings and closing of letters

c. 2.LS. 2.c - Use an apostrophe to form contractions and frequently occurring possessives.

LEARNING TARGETS

- a) I know what an apostrophe is
- b) I know what a contraction is
- c) I know what a possessive noun is
- d) I know the importance of effective communication
- e) I can use an apostrophe to form contractions and possessive nouns

d. **2.LS. 2.d - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).**

LEARNING TARGETS

- a) I know there are patterns in spelling
- b) I know some spelling pattern can help me write other words
- c) I can use spelling patterns I have learned to write similar words

e. **2.LS. 2.e - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

LEARNING TARGETS

- a) I know what a beginning dictionary is
- b) I know how to use a dictionary
- c) I know I make mistakes in my spelling
- d) I know how to use a word wall
- e) I know how use a personal dictionary
- f) I can use reference materials as needed to check and correct my spelling

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. **2.LS. 3.a - Compare formal and informal uses of English.**

LEARNING TARGETS

- a) I know there are different uses of English
- b) I know there are formal and informal uses of English (They are going to the store - formal; They're going to the store - informal)
- c) I can compare formal and informal uses of English

Vocabulary Acquisition and Use

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. **2.LS. 4.a - Use sentence-level context as a clue to the meaning of a word or phrase.**

LEARNING TARGETS

- a) I know that sentences can provide clues to unknown words
- b) I know that words can have more than one meaning
- c) I know I can use the sentence context to help me figure out the meaning of a word or phrase
- d) I can use sentence level context as a clue to the meaning of a word or phrase

b. **2.LS. 4.b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).**

LEARNING TARGETS

- a) I know what a prefix is
- b) I know prefixes have meaning
- c) I know adding a prefix to a word can change its meaning
- d) I can determine the meaning of a new word when a prefix is added to a known word (e.g., happy/unhappy, tell/retell)

c. **2.LS. 4.c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).**

LEARNING TARGETS

- a) I know what a root word is
- b) I know the meaning of a root word can help me determine the meaning of an unknown word that has the same root
- c) I can use a known root word to figure out the meaning of a new word that contains the same root (addition/additional)

d. **2.LS. 4.d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).**

LEARNING TARGETS

- a) I know words have meanings
- b) I know what a compound word is
- c) I can use knowledge of the meaning of individual words to predict the meaning of compound words

e. **2.LS. 4.e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**

LEARNING TARGETS

- a) I know what a glossary is and how to use it
- b) I know what a beginning dictionary is and how to use it
- c) I know how to access glossaries and dictionaries digitally
- d) I can use glossaries and dictionaries to figure out the meaning of words and phrases

5. **Demonstrate understanding** of word relationships and nuances in word meanings.

a. **2.LS. 5.a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**

LEARNING TARGETS

- a) I know what nouns and verbs are
- b) I know specific words can describe relationships more clearly
- c) I know words can have different shades of meaning (describe foods that are spicy or juicy)
- d) I can show understanding of word meanings by connecting the word and its use in sentences

b. **2.LS. 5.b - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).**

LEARNING TARGETS

- a) I know what a verb is
- b) I know verbs can have different shades of meaning
- c) I know what an adjective is
- d) I know adjectives can have different shades of meaning
- e) I can show understanding of word relationships by using a variety of closely related verbs and adjectives

6. **2.LS. 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., **When other kids are happy that makes me happy**).

LEARNING TARGETS

- a) I know how to actively listen to conversations and stories.
- b) I know how to use adjectives and adverbs in my speaking.
- c) I know how to make connections between what I hear, read, think and do.
- d) I can use words and phrases acquired from conversations, reading, and my responses to text to describe.