

Second Grade 2022-2023 Instructional Calendar

Quarter 1: Units 1 and 2

Q1: Unit 1 Literary Reading AKS	Q1: Unit 1 Narrative Writing AKS
<p>2LA.A.1: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>2LA.A.2: recount stories, including fables and folktales from diverse cultures, in sequential order, including key details; determine the central message, lesson, or moral referring to the text</p> <p>2LA.A.3: describe how main characters in a story respond to major events and challenges, using key details</p> <p>2LA.A.6: explain differences in the points of view of characters (e.g. speaking in a different voice for each character when reading dialogue aloud, noticing characters' actions and thoughts)</p> <p>2LA.A.7: use specific information gained from illustrations and details in the text to demonstrate understanding of characters, setting, and plot</p> <p>2LA.A.9: read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2</p>	<p>2LA.D.24: write narratives that recount a well-elaborated event or a short sequence of three or more events</p> <p>2LA.D.24.a: provide a clear beginning with setting, talk, or action</p> <p>2LA.D.24.b: write the story in order using transition words (e.g., after, then, when)</p> <p>2LA.D.24.c: provide an ending that includes action, talk, or feeling</p> <p>2LA.D.24.d: write several lines on a page and across pages</p> <p>2LA.D.25: develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers and adults</p> <p>2LA.D.29: expand and elaborate writing appropriate to the type of writing</p> <p>2LA.D.29.c: in narrative writing, write with details that include a balance of action and dialogue to provide the reader with important information about the character and story</p>

Second Grade 2022-2023 Instructional Calendar

Q1: Unit 2 Informational Reading AKS	Q1: Unit 2 Informational Writing AKS
<p>2LA.B.10: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>2LA.B.14: use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently</p> <p>2LA.B.16: explain how specific images (e.g., illustrations, photos, diagrams) contribute to and clarify a text</p> <p>2LA.B.19: read and comprehend informational texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2</p>	<p>2LA.D.23: write informative/explanatory texts</p> <p>2LA.D.23.a: state the subject at the beginning of the writing to introduce the topic to readers</p> <p>2LA.D.23.b: use linking words (e.g., and, also, another) to connect ideas</p> <p>2LA.D.23.c: provide sentences or a section at the end of the writing piece to close writing</p> <p>2LA.D.23.d: include different parts that teach different information about the topic (e.g., different chapters, captions, diagrams)</p> <p>2LA.D.25: develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers and adults</p> <p>2LA.D.27: 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> <p>2LA.D.28: recall information from experiences or gather information from provided sources to answer a question</p> <p>2LA.D.29: expand and elaborate writing appropriate to the type of writing</p> <p>2LA.D.29.b: in informational writing, include details that teach information about each part of the topic; include several details per subtopic and tell why the details are important to the subtopic</p>

Second Grade 2022-2023 Instructional Calendar

Q1: Reading Foundations AKS

- 2LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words
- 2LA.C.20.a: distinguish long and short vowels when reading regularly spelled one-syllable words
- 2LA.C.20.b: know spelling-sound correspondences for additional common vowel teams
- 2LA.C.21: read with sufficient accuracy and fluency to support comprehension
- 2LA.C.21.a: read on-level text with purpose and understanding
- 2LA.C.21.b: read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- 2LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 2LA.C.21.e: read common sight words

Q1: Language AKS

- 2LA.F.37.h: create documents with legible handwriting
- 2LA.F.38.a: capitalize holidays, product names, and geographic names
- 2LA.F.38.d: generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil)
- 2LA.F.39: use knowledge of language and its conventions when writing, speaking, reading, or listening
- 2LA.F.41.a: identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)

Q1: Speaking and Listening AKS

- 2LA.E.31: participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- 2LA.E.31.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)
- 2LA.E.32: recount or describe key ideas or details from written texts read aloud or information presented orally or through other media
- 2LA.E.34: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- 2LA.E.36: produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Second Grade 2022-2023 Instructional Calendar

Quarter 2: Units 3 and 4

Q2: Unit 3 Literary Reading AKS	Q2: Unit 3 Narrative Writing AKS
<p>2LA.A.1: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>2LA.A.2: recount stories, including fables and folktales from diverse cultures, in sequential order, including key details; determine the central message, lesson, or moral referring to the text</p> <p>2LA.A.3: describe how main characters in a story respond to major events and challenges, using key details</p> <p>2LA.A.4: determine the meaning of words and phrases as they are used in a text and describe how words and phrases suggest feelings or appeal to senses</p> <p>2LA.A.5: describe the overall structure of a story, including how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action</p> <p>2LA.A.7: use specific information gained from illustrations and details in the text to demonstrate understanding of characters, setting, and plot</p> <p>2LA.A.9: read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2</p>	<p>2LA.D.24: write narratives that recount a well-elaborated event or a short sequence of three or more events</p> <p>2LA.D.24.a: provide a clear beginning with setting, talk, or action</p> <p>2LA.D.24.b: write the story in order using transition words (e.g., after, then, when)</p> <p>2LA.D.24.c: provide an ending that includes action, talk, or feeling</p> <p>2LA.D.24.d: write several lines on a page and across pages</p> <p>2LA.D.25: develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers and adults</p> <p>2LA.D.26: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>2LA.D.29.c: in narrative writing, write with details that include a balance of action and dialogue to provide the reader with important information about the character and story</p> <p>2LA.D.30: produce writing that reflects the author's voice and perspective</p>

Second Grade 2022-2023 Instructional Calendar

Q2: Unit 4 Informational Reading AKS	Q2: Unit 4 Informational Writing AKS
<p>2LA.B.10: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>2LA.B.11: identify the main idea of a multi-paragraph text and explain how key ideas or portions of the text support the main idea, referring to the text</p> <p>2LA.B.13: determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p>2LA.B.14: use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently</p> <p>2LA.B.15: compare and contrast the main purpose of texts, including what the authors want to answer, explain, or describe</p> <p>2LA.B.18: compare and contrast the most important points presented by two texts on the same topic, using evidence from the texts</p> <p>2LA.B.19: read and comprehend informational texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2</p>	<p>2LA.D.23: write informative/explanatory texts</p> <p>2LA.D.23.a: state the subject at the beginning of the writing to introduce the topic to readers</p> <p>2LA.D.23.b: use linking words (e.g., and, also, another) to connect ideas</p> <p>2LA.D.23.c: provide sentences or a section at the end of the writing piece to close writing</p> <p>2LA.D.23.d: include different parts that teach different information about the topic (e.g., different chapters, captions, diagrams)</p> <p>2LA.D.25: develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers and adults</p> <p>2LA.D.26: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>2LA.D.27: 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> <p>2LA.D.28: recall information from experiences or gather information from provided sources to answer a question</p> <p>2LA.D.29.b: in informational writing, include details that teach information about each part of the topic; include several details per subtopic and tell why the details are important to the subtopic</p> <p>2LA.D.30: produce writing that reflects the author's voice and perspective</p>

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Q2: Reading Foundations AKS

2LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words
2LA.C.20.b: know spelling-sound correspondences for additional common vowel teams
2LA.C.20.c: decode regularly spelled two-syllable words with long vowels
2LA.C.20.d: decode words with common prefixes and suffixes
2LA.C.21: read with sufficient accuracy and fluency to support comprehension
2LA.C.21.a: read on-level text with purpose and understanding
2LA.C.21.b: read on-level text orally with accuracy, appropriate rate, and expression on successive readings
2LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
2LA.C.21.e: read common sight words

Q2: Language AKS

2LA.F.37.b: use collective nouns (e.g., group)
2LA.F.37.c: form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
2LA.F.37.d: use reflexive pronouns (e.g., myself, ourselves)
2LA.F.37.e: form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)
2LA.F.37.h: create documents with legible handwriting
2LA.F.38.d: generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil)
2LA.F.39: use knowledge of language and its conventions when writing, speaking, reading, or listening
2LA.F.40.a: use sentence-level context as a clue to the meaning of a word or phrase
2LA.F.40.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)
2LA.F.40.d: use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
2LA.F.40.e: use glossaries and beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases
2LA.F.41: demonstrate understanding of word relationships and nuances in word meanings

Q2: Speaking and Listening AKS

2LA.E.31: participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
2LA.E.31.b: build on others' talk in conversations by linking their comments to the remarks of others
2LA.E.31.c: ask for clarification and further explanation as needed about the topics and texts under discussion
2LA.E.33: 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
2LA.E.36: produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Second Grade 2022-2023 Instructional Calendar

Quarter 3: Units 5 and 6

Q3: Unit 5 Literary Reading AKS	Q3: Unit 5 Opinion Writing AKS
<p>2LA.A.1: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>2LA.A.2: recount stories, including fables and folktales from diverse cultures, in sequential order, including key details; determine the central message, lesson, or moral referring to the text</p> <p>2LA.A.3: describe how main characters in a story respond to major events and challenges, using key details</p> <p>2LA.A.5: describe the overall structure of a story, including how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action</p> <p>2LA.A.6: explain differences in the points of view of characters (e.g. speaking in a different voice for each character when reading dialogue aloud, noticing characters' actions and thoughts)</p> <p>2LA.A.8: compare and contrast two or more versions of the same story (e.g., fairy tales) by different authors or from different cultures, using key details to explain ideas</p> <p>2LA.A.9: read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2</p>	<p>2LA.D.22: write opinion pieces on topics or texts</p> <p>2LA.D.22.a: introduce the topic or text that is being written about and state an opinion</p> <p>2LA.D.22.b: use transition words (e.g., and, also, another, because) to connect opinion and reasons</p> <p>2LA.D.22.c: provide a concluding statement or section that refers back to the opinion stated</p> <p>2LA.D.22.d: organize writing into parts or sections</p> <p>2LA.D.25: develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers and adults</p> <p>2LA.D.26: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>2LA.D.29.a: in opinion writing, provide an opinion and reasons to elaborate for readers so they believe and understand the writer's feelings about the topic</p> <p>2LA.D.30: produce writing that reflects the author's voice and perspective</p>

Second Grade 2022-2023 Instructional Calendar

Q3: Unit 6 Informational Reading AKS	Q3: Unit 6 Opinion Writing AKS
<p>2LA.B.10: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>2LA.B.11: identify the main idea of a multi-paragraph text and explain how key ideas or portions of the text support the main idea, referring to the text</p> <p>2LA.B.12: describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p>2LA.B.13: determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p>2LA.B.16: explain how specific images (e.g., illustrations, photos, diagrams) contribute to and clarify a text</p> <p>2LA.B.17: describe how reasons support specific points the author makes in a text providing evidence from the text</p> <p>2LA.B.18: compare and contrast the most important points presented by two texts on the same topic, using evidence from the texts</p> <p>2LA.B.19: read and comprehend informational texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2</p>	<p>2LA.D.22: write opinion pieces on topics or texts</p> <p>2LA.D.22.a: introduce the topic or text that is being written about and state an opinion</p> <p>2LA.D.22.b: use transition words (e.g., and, also, another, because) to connect opinion and reasons</p> <p>2LA.D.22.c: provide a concluding statement or section that refers back to the opinion stated</p> <p>2LA.D.22.d: organize writing into parts or sections</p> <p>2LA.D.25: develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers and adults</p> <p>2LA.D.26: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>2LA.D.28: recall information from experiences or gather information from provided sources to answer a question</p> <p>2LA.D.29.a: in opinion writing, provide an opinion and reasons to elaborate for readers so they believe and understand the writer's feelings about the topic</p> <p>2LA.D.30: produce writing that reflects the author's voice and perspective</p>

Second Grade 2022-2023 Instructional Calendar

Q3: Reading Foundations AKS

- 2LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words
- 2LA.C.20.b: know spelling-sound correspondences for additional common vowel teams
- 2LA.C.20.c: decode regularly spelled two-syllable words with long vowels
- 2LA.C.20.d: decode words with common prefixes and suffixes
- 2LA.C.20.e: identify words with inconsistent but common spelling-sound correspondences
- 2LA.C.21: read with sufficient accuracy and fluency to support comprehension
- 2LA.C.21.a: read on-level text with purpose and understanding
- 2LA.C.21.b: read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- 2LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 2LA.C.21.d: read grade-appropriate irregularly spelled words
- 2LA.C.21.e: read common sight words

Q3: Language AKS

- 2LA.F.37.a: write upper and lower case cursive letters, with guidance and support
- 2LA.F.37.f: use adjectives and adverbs, and choose between them depending on what is to be modified
- 2LA.F.37.g: 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)
- 2LA.F.37.i: alphabetize to the second letter
- 2LA.F.38.b: use commas in greetings and closings of letters
- 2LA.F.38.c: use apostrophes to form contractions and frequently occurring possessives (e.g., can't, don't, boy's, dog's)
- 2LA.F.38.d: generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil)
- 2LA.F.38.e: consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- 2LA.F.39: use knowledge of language and its conventions when writing, speaking, reading, or listening
- 2LA.F.40.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)
- 2LA.F.40.c: use a known root as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- 2LA.F.41.b: distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)
- 2LA.F.42: 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)

Second Grade 2022-2023 Instructional Calendar

Q3: Speaking and Listening AKS

2LA.E.31: participate in collaborative conversations with diverse partners about grade 2 topics & texts with peers and adults in small and larger groups
 2LA.E.35: 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, with guidance and support
 2LA.E.36: produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Quarter 4: Units 7 and 8

Q4: Unit 7 Literary Reading AKS	Q4: Unit 7 Narrative Writing AKS
<p>2LA.A.1: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>2LA.A.2: recount stories, including fables and folktales from diverse cultures, in sequential order, including key details; determine the central message, lesson, or moral referring to the text</p> <p>2LA.A.3: describe how main characters in a story respond to major events and challenges, using key details</p> <p>2LA.A.4: determine the meaning of words and phrases as they are used in a text and describe how words and phrases suggest feelings or appeal to senses</p> <p>2LA.A.5: describe the overall structure of a story, including how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action</p> <p>2LA.A.6: explain differences in the points of view of characters (e.g. speaking in a different voice for each character when reading dialogue aloud, noticing characters' actions and thoughts)</p> <p>2LA.A.7: use specific information gained from illustrations and details in the text to demonstrate understanding of characters, setting, and plot</p> <p>2LA.A.8: compare and contrast two or more versions of the same story (e.g., fairy tales) by different authors or from different cultures, using key details to explain ideas</p> <p>2LA.A.9: read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2</p>	<p>2LA.D.24: write narratives that recount a well-elaborated event or a short sequence of three or more events</p> <p>2LA.D.24.a: provide a clear beginning with setting, talk, or action</p> <p>2LA.D.24.b: write the story in order using transition words (e.g., after, then, when)</p> <p>2LA.D.24.c: provide an ending that includes action, talk, or feeling</p> <p>2LA.D.24.d: write several lines on a page and across pages</p> <p>2LA.D.25: develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers and adults</p> <p>2LA.D.26: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>2LA.D.29.c: in narrative writing, write with details that include a balance of action and dialogue to provide the reader with important information about the character and story</p> <p>2LA.D.30: produce writing that reflects the author's voice and perspective</p>

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Q4: Unit 8 Informational Reading AKS	Q4: Unit 8 Writing AKS
<p>2LA.B.10: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>2LA.B.11: identify the main idea of a multi-paragraph text and explain how key ideas or portions of the text support the main idea, referring to the text</p> <p>2LA.B.12: describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p>2LA.B.13: determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p>2LA.B.14: use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently</p> <p>2LA.B.15: compare and contrast the main purpose of texts, including what the authors want to answer, explain, or describe</p> <p>2LA.B.16: explain how specific images (e.g., illustrations, photos, diagrams) contribute to and clarify a text</p> <p>2LA.B.17: describe how reasons support specific points the author makes in a text providing evidence from the text</p> <p>2LA.B.18: compare and contrast the most important points presented by two texts on the same topic, using evidence from the texts</p> <p>2LA.B.19: read and comprehend informational texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2</p>	<p>2LA.D.22: write opinion pieces on topics or texts</p> <p>2LA.D.23: write informative/explanatory texts</p> <p>2LA.D.24: write narratives that recount a well-elaborated event or a short sequence of three or more events</p> <p>2LA.D.25: develop and strengthen writing as needed by planning, drafting, revising, and editing with guidance and support from peers and adults</p> <p>2LA.D.26: use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults</p> <p>2LA.D.27: 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> <p>2LA.D.29.a: in opinion writing, provide an opinion and reasons to elaborate for readers so they believe and understand the writer's feelings about the topic</p> <p>2LA.D.29.b: in informational writing, include details that teach information about each part of the topic; include several details per subtopic and tell why the details are important to the subtopic</p> <p>2LA.D.29.c: in narrative writing, write with details that include a balance of action and dialogue to provide the reader with important information about the character and story</p> <p>2LA.D.30: produce writing that reflects the author's voice and perspective</p>

Second Grade 2022-2023 Instructional Calendar

Q4: Reading Foundations AKS

2LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words
2LA.C.21: read with sufficient accuracy and fluency to support comprehension

Q4: Language AKS

2LA.F.37: demonstrate command of the conventions of standard English grammar and usage when writing or speaking
2LA.F.38: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking
2LA.F.38.d: generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil)
2LA.F.38.e: consult reference materials, including beginning dictionaries, as needed to check and correct spellings
2LA.F.39: use knowledge of language and its conventions when writing, speaking, reading, or listening
2LA.F.39.a: compare formal and informal uses of English
2LA.F.40: 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
2LA.F.41: demonstrate understanding of word relationships and nuances in word meanings
2LA.F.42: 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)

Q4: Speaking and Listening AKS

2LA.E.31: participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
2LA.E.35: 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, with guidance and support
2LA.E.36: produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification