

Common Core Standards-Based Curriculum

Grade: 2

Teacher: Lorraine Squatrito

Content Area: English Language Arts

Text:

- Reading Street

Standard	Big Ideas / Objectives	Terms (Academic Vocabulary)	Formative Assessments / Classroom Activities	Summative Assessments
Reading: Literature				
<p>RL.2.1 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.</p>	<p>Children will read literature closely to determine what the text says explicitly and make logical inferences from it.</p>	<ul style="list-style-type: none"> • cause and effect • summarize • story structure • author's purpose • questioning • draw conclusions • visualize • compare and contrast • plot • theme • facts and details • predict and set purpose 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test • group projects
<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Children will determine central ideas or themes of literature and analyze their development and summarize key supporting details and ideas.</p>	<ul style="list-style-type: none"> • compare and contrast • inferring • summarize • plot • theme • sequence 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test

<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>Children will analyze how and why individuals, events, and ideas develop and interact over the course of a literary text.</p>	<ul style="list-style-type: none"> ● character ● setting ● cause and effect ● summarize 	<ul style="list-style-type: none"> ● Visual Skills Handbook ● Envision It Handbook ● Reader's & Writer's Notebook ● teacher read alouds ● weekly selection ● check understanding ● think critically ● look back and write ● quick write 	<ul style="list-style-type: none"> ● weekly reading tests ● unit benchmark tests ● mid-year benchmark tests ● end-of-year test
<p>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.</p>	<p>Children will interpret words and phrases that are used in literary texts analyzing how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> ● word structure ● context clues ● poetry ● rhythm ● rhyme ● repetition ● onomatopoeia 	<ul style="list-style-type: none"> ● Visual Skills Handbook ● Envision It Handbook ● Reader's & Writer's Notebook ● teacher read alouds ● weekly selection ● check understanding ● think critically ● look back and write ● quick write 	<ul style="list-style-type: none"> ● weekly reading tests ● unit benchmark tests ● mid-year benchmark tests ● end-of-year test
<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Children will analyze the structure of literary texts comparing how the parts compare to each other and the whole.</p>	<ul style="list-style-type: none"> ● sequence ● predict and set purpose ● plot ● theme ● draw conclusions 	<ul style="list-style-type: none"> ● Visual Skills Handbook ● Envision It Handbook ● Reader's & Writer's Notebook ● teacher read alouds ● weekly selection ● check understanding ● think critically ● look back and write ● quick write 	<ul style="list-style-type: none"> ● weekly reading tests ● unit benchmark tests ● mid-year benchmark tests ● end-of-year test
<p>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.</p>	<p>Children will assess how the author's point of view shapes the style and content of literary text.</p>	<ul style="list-style-type: none"> ● expression ● compare and contrast ● monitor and clarify 		<ul style="list-style-type: none"> ● weekly reading tests ● unit benchmark tests ● mid-year benchmark tests ● end-of-year test

<p>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.</p>	<p>Children will look at and evaluate content presented in all formats in a literary piece.</p>	<ul style="list-style-type: none"> • visualize • monitor • clarify • predict • draw conclusions • summarize • prior knowledge 		<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>RL.2.8 (RL.2.8 not applicable to literature)</p>				
<p>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.</p>	<p>Children will analyze how two or more literary texts are alike and how they are different.</p>	<ul style="list-style-type: none"> • compare and contrast • inferring • retelling 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>RL.2.10 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.</p>	<p>Children will read and comprehend complex literary texts independently and proficiently.</p>	<ul style="list-style-type: none"> • monitor • clarify • character • setting • summarize • main idea • details • comprehend 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
Reading: Informational Text				
<p>RI.2.1 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.</p>	<p>Children will read informational text closely to determine what the text says explicitly and make</p>	<ul style="list-style-type: none"> • facts • details • predict • set purpose 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests

	make logical inferences from it.	<ul style="list-style-type: none"> background knowledge fact and opinion inferring draw conclusions questioning compare and contrast monitor and clarify sequence 	<ul style="list-style-type: none"> teacher read alouds weekly selection check understanding think critically look back and write quick write 	<ul style="list-style-type: none"> mid-year benchmark tests end-of-year test
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Children will determine central ideas or themes of informational text and analyze their development and summarize key supporting details and ideas.	<ul style="list-style-type: none"> main idea details text structure important ideas sequence author's purpose summarize 	<ul style="list-style-type: none"> Visual Skills Handbook Envision It Handbook Reader's & Writer's Notebook teacher read alouds weekly selection check understanding think critically look back and write quick write 	<ul style="list-style-type: none"> weekly reading tests unit benchmark tests mid-year benchmark tests end-of-year test
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Children will analyze how and why events, ideas, and concepts develop, and interact, over the course of informational text.	<ul style="list-style-type: none"> important ideas sequence text structure procedural text monitor clarify 	<ul style="list-style-type: none"> Visual Skills Handbook Envision It Handbook Reader's & Writer's Notebook teacher read alouds weekly selection check understanding think critically look back and write quick write 	<ul style="list-style-type: none"> weekly reading tests unit benchmark tests mid-year benchmark tests end-of-year test
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	Children will interpret words and phrases that are used in informational texts analyzing how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> amazing words high-frequency words academic vocabulary 	<ul style="list-style-type: none"> Visual Skills Handbook Envision It Handbook Reader's & Writer's Notebook teacher read alouds weekly selection check understanding 	<ul style="list-style-type: none"> weekly reading tests unit benchmark tests mid-year benchmark tests end-of-year test

			<ul style="list-style-type: none"> • think critically • look back and write • quick write 	
<p>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.</p>	<p>Children will analyze the structure of informational texts comparing how the parts compare to each other and the whole.</p>	<ul style="list-style-type: none"> • text structure • facts • details • background knowledge • important ideas 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Children will assess how the author's point of view shapes the style and content of informational text.</p>	<ul style="list-style-type: none"> • author's purpose • sequence • main idea • details 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Children will look at and evaluate content presented in all formats in an informational piece.</p>	<ul style="list-style-type: none"> • describe media techniques • text features • photos • captions • images 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p>	<p>Children will evaluate the specific claims</p>	<ul style="list-style-type: none"> • fact and opinion • inferring • author's purpose 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook 	<ul style="list-style-type: none"> • weekly reading tests

	the author makes in informational texts.		<ul style="list-style-type: none"> • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • unit benchmark tests • mid-year benchmark tests • end-of-year test
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Children will analyze how two or more informational texts are alike and how they are different.	<ul style="list-style-type: none"> • compare • contrast 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
RI.2.10 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.	Children will read and comprehend complex informational texts independently and proficiently.	<ul style="list-style-type: none"> • monitor • clarify • character • setting • summarize • main idea • details • comprehend 	<ul style="list-style-type: none"> • Visual Skills Handbook • Envision It Handbook • Reader's & Writer's Notebook • teacher read alouds • weekly selection • check understanding • think critically • look back and write • quick write 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
Reading: Foundational Skills				
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Children will use second grade phonic and word analysis skills to decode words.	<ul style="list-style-type: none"> • high-frequency words • short vowels • consonants • long vowels VCe • consonant blends • inflected endings 	<ul style="list-style-type: none"> • listen for sounds • sound-spelling cards • blend and segment words • decodable readers • build words • blend and read • spell words 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test

		<ul style="list-style-type: none"> • consonant digraphs • r-controlled vowels ar, or, ore, oar, er, ir, ur • contractions • plurals • vowel patterns: a, ai, ay, e, ee, y, o, oa, ow, ie, igh, y, oo, u • comparative endings • final syllable: -le, -tion, -ture, -ion • suffixes: -ness, -less, -able, -ible • diphthongs: ou, ow, oi, oy • syllable patterns • prefixes: mis-, mid-, micro, non- • word structure • vowel digraphs: oo, ue, ew, ui • abbreviations 	<ul style="list-style-type: none"> • monitor progress charts • weekly selection • centers 	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	Children will read fluently with accuracy and at an appropriate rate to support comprehension.	<ul style="list-style-type: none"> • appropriate rate • accuracy • appropriate phrasing • expression • intonation • expression • context clues 	<ul style="list-style-type: none"> • blend and read • high-frequency words • I Can Reads! • decodable readers • leveled readers • weekly story • Sleuth • choral reading • 	<ul style="list-style-type: none"> • sentence readings • fresh reads • timed fluency tests
Writing				

<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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Children will write arguments to support opinions of topics with valid reasons and sufficient evidence.</p>	<ul style="list-style-type: none"> • organization • review • friendly letter • focus ideas • invitation letter • word choice • writing for tests: persuasive statements 	<ul style="list-style-type: none"> • graphic organizers • quick writes • writing prompts • writing conferences 	<ul style="list-style-type: none"> • final drafts • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Children will write informative texts clearly and accurately with organization and analysis of content.</p>	<ul style="list-style-type: none"> • sentences • expository nonfiction • word choice • brief report • focus/ideas • biography • expository nonfiction • short expository report • compare and contrast text 	<ul style="list-style-type: none"> • graphic organizers • quick writes • writing prompts • writing conferences 	<ul style="list-style-type: none"> • final drafts • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<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>	<p>Children will write narratives, real or imagined, in sequence with well chosen details.</p>	<ul style="list-style-type: none"> • personal narrative • organization • realistic fiction • play scene • voice • narrative nonfiction • fairy tale • folk tale • animal fantasy • focus/ideas • friendly letter • narrative poem • realistic fiction • thank-you note • descriptive poem or song 	<ul style="list-style-type: none"> • graphic organizers • quick writes • writing prompts • writing conferences 	<ul style="list-style-type: none"> • final drafts • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>W.2.4 (W.2.4 begins in grade 3)</p>				

<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Children will develop their writing by planning, revising, editing, and rewriting.</p>	<ul style="list-style-type: none"> • organization • realistic fiction • plan • prewrite • friendly letter • thank-you note • revise • edit • rewrite • first draft • final draft 	<ul style="list-style-type: none"> • graphic organizers • quick writes • writing prompts • writing conferences 	<ul style="list-style-type: none"> • graphic organizers • quick writes • writing prompts • writing conferences
<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>	<p>Children will work with others using technology to produce and publish their writing.</p>	<ul style="list-style-type: none"> • research • keyboard • computer • type 	<ul style="list-style-type: none"> • Tellegamis • computer class projects 	<ul style="list-style-type: none"> • Tellegamis • computer class projects
<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>	<p>Children will work with others to research a topic; then write a report demonstrating an understanding of the topic.</p>	<ul style="list-style-type: none"> • sentences • expository nonfiction • brief report • purposes of media 	<ul style="list-style-type: none"> • habitat posters • holiday celebrations poster • country reports • My World • Famous American Women • continent reports 	<ul style="list-style-type: none"> • habitat posters • holiday celebrations poster • country reports • My World • Famous American Women • continent reports
<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Children will gather information on a topic from various sources and use it to write a report.</p>	<ul style="list-style-type: none"> • compare and contrast text • prior knowledge • theme • topic 	<ul style="list-style-type: none"> • Reader's & Writer's Notebook • quick writes 	<ul style="list-style-type: none"> • weekly reading tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>W.2.9 (W.2.9 begins in grade 4)</p>				

W.2.10
(W.2.10 begins in grade 3)

Speaking and Listening

SL.2.1

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

Children will prepare for, and participate in, various conversations with different partners building on ideas and clearly expressing their thoughts.

- character
- setting
- amazing words
- why we speak
- be a good speaker
- be a good listener
- purposes of media
- word choice
- play scene
- dramatic interpretation
- purposes of media
- solve problems
- media techniques
- make an announcement
- speak well

- concept talk
- amazing words
- high-frequency words
- vocabulary words
- Why We Speak and Why We Listen

- concept talk
- amazing words
- high-frequency words
- vocabulary words
- Why We Speak and Why We Listen
- teacher evaluations

		<ul style="list-style-type: none"> • adverbs that tell when and where • evaluate advertisements • listen to a description 		
<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>	<p>Children will evaluate information presented in various formats.</p>	<ul style="list-style-type: none"> • give and follow instructions • purposes of media • give instructions • follow instructions • fact and opinion • inferring • media techniques • identify written conventions • listen for speaker's purpose 	<ul style="list-style-type: none"> • concept talk • check understanding • reading group 	<ul style="list-style-type: none"> • concept talk • check understanding • reading group • teacher evaluations
<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>	<p>Children will evaluate a speaker's point of view.</p>	<ul style="list-style-type: none"> • ask and answer questions • give instructions • follow instructions • predict and set purpose • evaluate advertisements • listen to a description 	<ul style="list-style-type: none"> • group work 	<ul style="list-style-type: none"> • group work • teacher evaluations
<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Children will present information in such a way that listeners can follow their thought process.</p>	<ul style="list-style-type: none"> • amazing words • narrate a story in sequence • give a description • make an announcement • speak well • oral summary 	<ul style="list-style-type: none"> • presentations: group individual 	<ul style="list-style-type: none"> • presentations: group individual • teacher evaluations
<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories</p>	<p>Children will use digital media to</p>	<ul style="list-style-type: none"> • amazing words • projects • create story maps 	<ul style="list-style-type: none"> • habitat posters • holiday celebrations poster 	<ul style="list-style-type: none"> • habitat posters • holiday celebrations poster

or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	enhance their presentations.	<ul style="list-style-type: none"> oral presentations 	<ul style="list-style-type: none"> country reports My World Famous American Women continent reports Tellegamis 	<ul style="list-style-type: none"> country reports My World Famous American Women continent reports Tellegamis
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	Children will present information demonstrating a command of rules of language.	<ul style="list-style-type: none"> when we speak amazing words make introductions use vocabulary to express ideas and establish tone 	<ul style="list-style-type: none"> group work teacher conferences 	<ul style="list-style-type: none"> group work teacher conferences
Language				
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Children will demonstrate a command grammar when writing or speaking.	<ul style="list-style-type: none"> conventions sentences subjects predicates declarative sentences interrogative sentences imperative sentences exclamatory sentences nouns singular nouns plural nouns verbs verb and noun agreement verbs for past, present, and future more about verbs verbs am, is, are, was, were adjectives and our senses 	<ul style="list-style-type: none"> Reader's & Writer's Notebook quick writes writing prompts Daily Fix-Its 	<ul style="list-style-type: none"> weekly reading tests weekly spelling tests weekly language tests unit benchmark tests mid-year benchmark tests end-of-year test

		<ul style="list-style-type: none"> • adjectives for number, size, and shape • comparative and superlative adjectives • adverbs that tell when and where • adverbs that tell how • prepositions • prepositional phrases 		
<p>L.2.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Children will demonstrate a command capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • conventions • consonant blends • inflected endings • consonant digraphs • r-controlled vowels ar, or, ore, oar, er, ir, ur • proper nouns • contractions • plurals • possessive nouns • vowel patterns: o, oa, ow, oo, u • friendly letter • compound words • comparative endings • final syllable: -le, -tion, -ture, -ion • diphthongs: ou, ow, oi, oy • syllable patterns • thank-you note • digraphs: oo, ue, ew, ui • using capital letters • quotation marks 	<ul style="list-style-type: none"> • spelling pretests • Reader's & Writer's Notebook • quick writes • writing prompts • Daily Fix-Its 	<ul style="list-style-type: none"> • weekly reading tests • weekly spelling tests • weekly language tests • unit benchmark tests • mid-year benchmark tests • end-of-year test

		<ul style="list-style-type: none"> • abbreviations • commas • suffixes: -ness, -less, -able, -ible • prefixes: mis-, mid-, micro-, non- • dictionary/glossary • commas in compound sentences 		
<p>L.2.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Children will apply knowledge and understanding of the conventions of language when reading, writing, and speaking.</p>	<ul style="list-style-type: none"> • use vocabulary to express ideas and establish tone • proofread • formal language • informal language • word choice • persuasive words • sensory words 	<ul style="list-style-type: none"> • Reader's & Writer's Notebook • quick writes • writing prompts • presentations 	<ul style="list-style-type: none"> • weekly reading tests • weekly language tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>L.2.4</p> <p>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>Children will use context clues, meaningful word parts, and consult reference materials as needed to determine the meaning of words.</p>	<ul style="list-style-type: none"> • compound words • context clues • suffixes • word structure • multiple-meaning words • prefixes • word structure • homophones • words from other languages • unfamiliar words • dictionary/glossary • periodical 	<ul style="list-style-type: none"> • Reader's & Writer's Notebook • quick writes • writing prompts • presentations 	<ul style="list-style-type: none"> • weekly reading tests • weekly language tests • unit benchmark tests • mid-year benchmark tests • end-of-year test
<p>L.2.5</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Children will demonstrate an understanding of figurative language.</p>	<ul style="list-style-type: none"> • amazing words • word choice • adjectives and our senses 	<ul style="list-style-type: none"> • concept talk • amazing words • Reader's & Writer's Notebook • quick writes 	<ul style="list-style-type: none"> • weekly reading tests • weekly language tests

		<ul style="list-style-type: none"> • adjectives for number, size, and shape • antonyms • comparative and superlative adjectives • context clues 	<ul style="list-style-type: none"> • writing prompts • presentations 	<ul style="list-style-type: none"> • unit benchmark tests • mid-year benchmark tests • end-of-year test
<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>	<p>Children will acquire a range of academic words and phrases to use appropriately when reading, writing, and speaking.</p>	<ul style="list-style-type: none"> • amazing words • comparative and superlative adjectives • adverbs that tell when and where • adverbs that tell how 	<ul style="list-style-type: none"> • Reader's & Writer's Notebook • quick writes • writing prompts • presentations 	<ul style="list-style-type: none"> • weekly reading tests • weekly language tests • unit benchmark tests • mid-year benchmark tests • end-of-year test