Grade 2

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

- **a.** **Use collective nouns (e.g., group).** L.1.2.A
- **b.** **Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).** L.1.2.B
- **c.** **Use reflexive pronouns (e.g., myself, ourselves).** L.1.2.C
- **d.** **Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).** L.1.2.D
- **e.** **Use adjectives and adverbs, and choose between them depending on what is to be modified.** L.1.2.E
- **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).** L.1.2.F

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

- **a.** **Capitalize holidays, product names, and geographic names.** L.2.2.A
- **b.** **Use commas in greetings and closings of letters.** L.2.2.B
- **c.** **Use an apostrophe to form contractions and frequently occurring possessives.** L.2.2.C
- **d.** **Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).** L.2.2.D
- **e.** **Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.** L.2.2.E

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or

L.3.2 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** L.3.2

- a. Compare formal and informal uses of English. L.3.2.A

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Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. L.4

L.4.2 **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.** L.4.2

a. Use sentence-level context as a clue to the meaning of a word or phrase. L.4.2.A

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). L.4.2.B

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.4.2.C

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.4.2.D

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.4.2.E

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.5

L.5.2 **Demonstrate understanding of word relationships and nuances in word meanings.** L.5.2

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.5.2.A

b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). L.5.2.B

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.6

L.6.2 **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).** L.6.2

Prepare for and participate in co ra an

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SL.1.2 **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.** SL.1.2

others' ideas and expressing their own. 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). SL.1.2.A b. Build on others' talk in conversations by linking their comments to the remarks of others. SL.1.2.B c. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.1.2.C
Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2	**a. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.** SL.2.2.A **b. 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.** SL.2.2.B
Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.3	**a. Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.** SL.3.2.A **b. Create audio/video 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.** SL.3.2.B
Adapt speech to a variety of contexts, audiences, and communicative tasks. SL.4	**SL.4.2 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** SL.4.2
Demonstrate understanding of the organization and basic features of print. R.1	**R.1.2 Recognize the distinguishing features of a paragraph (e.g. indent).** R.1.2
Demonstrate understanding of words, syllables, and sounds (phonemes). R.2	**R.2.2 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency.** R.2.2
Know and apply grade-lev an de	**a. Distinguish long and short vowels when reading regularly spelled one-syllable words.** R.3.2.A

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	b. Know spelling-sound correspondences for additional common vowel teams. R.3.2.B
	c. Decode regularly spelled two-syllable words with long vowels. R.3.2.C
	d. Decode words with common prefixes and suffixes. R.3.2.D
	e. Identify words with inconsistent but common spelling-sound correspondences. R.3.2.E
	f. Recognize and read grade-appropriate irregularly spelled words. R.3.2.F
Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. R.4	**R.4.2** Ask and answer questions about who, what, when, where, how and why. R.4.2
Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. R.5	**a.** Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. R.5.2.A
	b. Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs. R.5.2.B
Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.6	**a.** Describe how characters in a story respond to major events and challenges. R.6.2.A
	b. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect. R.6.2.B
Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.7	**a.** Describe how words and phrases supply rhythm and meaning in a text. R.7.2.A
	b. Use provided resources to determine the meaning of words and phrases in a text. R.7.2.B

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Analyze the structure of various texts, including how the features and components relate to each other and the whole. R.8	**a.** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action. R.8.2.A
	b. Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. R.8.2.B
Assess how perspective or purpose shapes the content and style of a text. R.9	**a.** Acknowledge differences in the points of view of characters R.9.2.A
	b. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. R.9.2.B
Evaluate the argument and specific claims in various texts. R.10	**R.10.2** Describe how reasons support specific points the author makes in a text. R.10.2
Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). R.11	**a.** Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. R.11.2.A
	b. Compare and contrast two or more versions of the same story presented in diverse forms R.11.2.B
	c. Explain how specific visuals contribute to and clarify the meaning of a text. R.11.2.C
	d. Compare and contrast the information presented by two texts on the same topic. R.11.2.D
Read with sufficient accuracy and fluency to support comprehension R.12	**a.** Read various on-level text with purpose and understanding. R.12.2.A
	b. Read various on-level text orally with accuracy, appropriate rate, and expression on successive readings. R.12.2.B
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. R.12.2.C
Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under inv av	**a.** Investigate questions by participating in shared research and writing projects. W.1.2.A
	b. Gather information from provided sources and/or recall information from experiences in order to answer questions. W.1.2.B

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Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2	**a.** **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.** W.2.2.A **b.** **With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.** W.2.2.B
Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose W.3	**W.3.2** **Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end.** W.3.2