

COMMON CORE STANDARDS

At a Glance

2nd Grade Language - Conventions and Knowledge of Language

L.2.1

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

(See L.2.1A-F)

L.2.1.A

Use collective nouns.

group **pile**
crowd **set**
team **bunch**

L.2.1.B

Form and use frequently occurring irregular plural nouns.

mice *feet*
fish *children*
teeth

L.2.1.C

Use reflexive pronouns.

myself, ourselves,
yourself, yourselves,
herself, himself, etc.

L.2.1.D

Form and use the past tense of frequently occurring irregular verbs

irregular verbs
sat, hid, told, etc.

L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.



The cat has beautiful fur.
The cat purred happily.

L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences.

The boy watched the movie.
The little boy watched the movie.
The action movie was watched by the little boy.

L.2.2

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

(See L.2.2A-E)

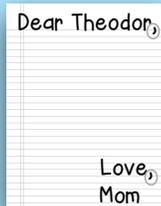
L.2.2.A

Capitalize holidays, product names, and geographic names.

proper nouns
**Halloween, Oreos,
Cherry Creek, etc.**

L.2.2.B

Use commas in greetings and closings of letters.



L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

can't the cat's tail
I'll the girl's car

L.2.2.D

Generalize learned spelling patterns when writing words.

cage → → → **badge**
boy → → → **boil**

L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.



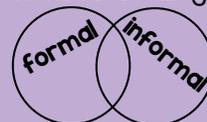
Knowledge of Language

L.2.3

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

L.2.3.A

Compare formal and informal uses of English.



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At a Glance

2nd Grade Language - Vocabulary

L.2.4

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. (See L.2.4.A-E)

L.2.4.A

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

The girl was so ^{new word} fatigued from ^{clue} running in the race, that she couldn't stand up!
_{clue}

L.2.4.B

Determine the meaning of the new word formed when a known prefix is added to a known word

unhappy = not happy
retell = tell again

L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root

Root Word
port → export
import
portable

L.2.4.D

Use knowledge of the meaning of individual words to predict the meaning of compound words.

birdhouse, lighthouse, housefly,
bookshelf, notebook, bookmark

L.2.4.E

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



L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

(See L.2.5A-B)

L.2.5.A

Identify real-life connections between words and their use.

New Vocab.

juicy

Connection

Foods that are juicy: oranges,
peaches, plums, watermelon

L.2.5.B

Distinguish shades of meaning among closely related verbs and closely related adjectives.

← thin, slender,
skinny, scrawny

→ toss, throw, hurl

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.