Conventions of Standard English

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

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.a Use collective nouns (e.g., group).

M.2 Which word is a noun?

M.3 Identify nouns

M.5 Identify common and proper nouns

L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

M.8 Use singular and plural nouns

M.9 Is the noun singular or plural?

M.10 Form and use irregular plurals

L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

N.9 Choose between personal and reflexive pronouns

N.10 Use reflexive pronouns

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

O.12 Identify the irregular past tense I

O.13 Identify the irregular past tense II

O.14 Form and use the irregular past tense: set 1

O.15 Form and use the irregular past tense: set 2
O.16 Form and use the irregular past tense: set 3
O.17 Form and use the irregular past tense: set 4
O.23 Place sentences with irregular verbs on a timeline

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

Q.1 Use sense words
Q.2 Does the adjective tell you what kind or how many?
Q.3 Identify the adjective that describes the noun
Q.4 Identify adjectives
Q.5 Identify comparative and superlative adjectives
Q.6 Does the adverb tell you how, when, or where?
Q.7 Identify adverbs
Q.8 Choose between adjectives and adverbs
Q.9 Is the word an adjective or adverb?

L.2.1.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).

L.1 Is the sentence a statement, question, command, or exclamation?
L.2 Identify the subject of a sentence
L.3 Identify the predicate of a sentence
L.4 Is it a complete sentence or a fragment?
L.5 Is it a complete sentence or a run-on?
L.6 Is it a complete sentence, a fragment, or a run-on?
L.7 Unscramble the words to make a complete sentence
A.8 Is the sentence simple or compound?

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a Capitalize holidays, product names, and geographic names.

- M.5 Identify common and proper nouns
- U.5 Capitalizing the names of people and pets
- U.6 Capitalizing days, months, and holidays
- U.7 Capitalizing the names of places and geographic features
- U.8 Capitalization: review

L.2.2.b Use commas in greetings and closings of letters.

- U.11 Greetings and closings of letters

L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.

- M.11 Identify plurals, singular possessives, and plural possessives
- M.12 Form the singular or plural possessive
- M.13 Identify and correct errors with plural and possessive nouns
- N.7 Identify possessive pronouns
- N.8 Use possessive pronouns
- T.1 Match the contractions
- T.2 Form pronoun-verb contractions
- T.3 Form contractions with “not”
- T.4 Use pronoun-verb contractions
- T.5 Use contractions with “not”
- T.6 Use contractions in a sentence

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).

- M.6 Form regular plurals with -s and -es
- M.7 Use regular plurals with -s and -es
Knowledge of Language

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 listening.

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.

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
X.4 Find synonyms in context
X.7 Find antonyms in context
X.20 Use the correct homophone

L.2.4.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).

V.2 Identify base words, prefixes, and suffixes
V.3 Determine the meaning of a word with pre-, re-, or mis-
V.4 Use the prefixes pre-, re-, and mis-
V.6 Prefixes and suffixes: review

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

V.2 Identify base words, prefixes, and suffixes

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

X.14 Form compound words with pictures
X.15 Form compound words
X.16 Form and use compound words

L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

W.1 Order alphabetically based on the first letter
W.2 Order alphabetically based on the first two letters
W.3 Order alphabetically based on the first three letters
W.4 Use guide words
W.5 Use dictionary entries
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.2.5.a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

- R.1 Select the best preposition to match the picture
- X.17 Multiple-meaning words with pictures
- Y.1 Which book title goes with the picture?

**L.2.5.b** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

- X.2 Choose the synonym
- X.3 Which sentence has the same meaning?
- X.4 Find synonyms in context
- X.9 Shades of meaning with pictures
- X.10 Find the words with related meanings
- X.12 Order related words based on meaning
- X.13 Describe the difference between related words
- Q.15 Describe the difference between related words
- Q.16 Positive and negative connotation

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

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

- Q.2 Does the adjective tell you what kind or how many?
- Q.3 Identify the adjective that describes the noun
Q.4  Identify adjectives
Q.6  Does the adverb tell you how, when, or where?
Q.7  Identify adverbs
Q.8  Choose between adjectives and adverbs
Q.9  Is the word an adjective or adverb?
RF.2 Foundational Skills

Print Concepts

Phonological Awareness

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

D.1 Sort short and long vowel words
D.7 Use spelling patterns to sort long and short vowel words
D.8 Is the syllable open or closed?

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

E.5 Choose the picture that matches the vowel team word
E.6 Complete the vowel team words
E.7 Complete the word with the correct vowel team
E.8 Choose the vowel team sentence that matches the picture
E.9 Choose the words with a given long vowel
G.1 Choose the diphthong word that matches the picture
G.2 Complete the word with the correct diphthong: oi, oy, ou, ow
G.3 Choose the diphthong sentence that matches the picture
H.1 Complete words with variant vowels

RF.2.3.c Decode regularly spelled two-syllable words with long vowels.

D.8 Is the syllable open or closed?
D.9 Spell words with open and closed syllables

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J.3 Put two syllables together to create a word
J.4 Complete the two-syllable words
J.5 Complete the sentence with a two-syllable word
J.6 Complete the consonant-l-e words
J.7 Choose the correct spelling of the consonant-l-e word
J.8 Spell the consonant-l-e word

RF.2.3.d Decode words with common prefixes and suffixes.

V.1 Complete the word with the ending that you hear
V.2 Identify base words, prefixes, and suffixes
V.3 Determine the meaning of a word with pre-, re-, or mis-
V.4 Use the prefixes pre-, re-, and mis-
V.5 Determine the meaning of a word with -ful or -less
V.6 Prefixes and suffixes: review

RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.

B.11 Complete the words with silent letters
D.10 Complete the sentence with the correct -ild, -ind, -old, -olt, or -ost word
G.1 Choose the diphthong word that matches the picture
G.2 Complete the word with the correct diphthong: oi, oy, ou, ow
H.1 Complete words with variant vowels
I.1 Sort soft and hard g words and soft and hard c words
I.2 Pick the soft g or soft c word that matches the picture
X.19 Identify homophones

RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.

K.1 Choose the sight word that you hear
K.2 Complete the sentence with the correct sight word
O.12 Identify the irregular past tense I
O.13 Identify the irregular past tense II
O.14 Form and use the irregular past tense: set 1
O.15 Form and use the irregular past tense: set 2
O.16 Form and use the irregular past tense: set 3
O.17 Form and use the irregular past tense: set 4

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

A.3 Complete the rhyme
A.4 Complete the poem with a word that rhymes
B.10 Complete the sentence with a three-letter consonant blend word
D.10 Complete the sentence with the correct -ild, -ind, -old, -olt, or -ost word
E.8 Choose the vowel team sentence that matches the picture
F.4 Choose the r-control sentence that matches the picture
G.3 Choose the diphthong sentence that matches the picture
I.3 Choose the soft g or soft c sentence that matches the picture

RF.2.4.a Read on-level text with purpose and understanding.

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

M.9 Is the noun singular or plural?
O.4 One or more than one?
O.7 Which sentence is in the regular past tense?
Q.6 Does the adverb tell you how, when, or where?
### Key Ideas and Details

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- S.2 Identify time-order words
- S.3 Put the sentences in order
- B.4 Davy Crockett (Social studies)
- B.21 Bill Gates (Social studies)

**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- S.3 Put the sentences in order
- J.1 Read animal life cycle diagrams (Science)
- J.2 Construct animal life cycle diagrams (Science)
- K.3 Read and construct flowering plant life cycle diagrams (Science)
- B.21 Bill Gates (Social studies)

### Craft and Structure

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- X.1 Use context to identify the meaning of a word
- X.4 Find synonyms in context
- X.7 Find antonyms in context
I.3 Identify mammals, birds, fish, reptiles, and amphibians (Science)

J.3 Pollinator: ruby-throated hummingbird (Science)

J.5 Pollinator: painted lady butterfly (Science)

J.7 Seed disperser: African elephant (Science)

J.8 Seed disperser: common ostrich (Science)

B.4 Davy Crockett (Social studies)

B.5 John Deere (Social studies)

B.21 Bill Gates (Social studies)

E.8 Lunar New Year (Social studies)

**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.5 Use guide words
- P.6 Use dictionary entries
- P.7 Use dictionary definitions

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

- Y.1 Which book title goes with the picture?

**Integration of Knowledge and Ideas**

**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

- C.1 Change-of-state diagrams: solid and liquid (Science)
- C.2 Change-of-state diagrams: liquid and gas (Science)
- C.3 Change-of-state diagrams: solid, liquid, and gas (Science)
- C.4 Heating, cooling, and changes of state: melting and freezing (Science)
C.5 Heating, cooling, and changes of state: vaporizing and condensing (Science)
D.1 Predict heat flow (Science)
J.1 Read animal life cycle diagrams (Science)
J.2 Construct animal life cycle diagrams (Science)
B.1 Benjamin Franklin (Social studies)
B.2 Paul Revere (Social studies)
B.4 Davy Crockett (Social studies)
B.5 John Deere (Social studies)
B.21 Bill Gates (Social studies)
E.8 Lunar New Year (Social studies)

RI.2.8 Describe how reasons support specific points the author makes in a text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

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.

G.1 Identify pushes and pulls (Science)
J.3 Pollinator: ruby-throated hummingbird (Science)
J.4 Pollinator: Indian flying fox (Science)
J.5 Pollinator: painted lady butterfly (Science)
J.7 Seed disperser: African elephant (Science)
J.8 Seed disperser: common ostrich (Science)
O.1 Water on Earth (Science)
B.4 Davy Crockett (Social studies)
B.21 Bill Gates (Social studies)