

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).

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

PP.9 Is the noun singular or plural?

PP.10 Form and use irregular plurals

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

QQ.9 Choose between personal and reflexive pronouns

QQ.10 Use reflexive pronouns

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

TT.8 Form and use the irregular past tense: set 1

TT.9 Form and use the irregular past tense: set 2

TT.10 Form and use the irregular past tense: set 3

TT.11 Form and use the irregular past tense: set 4

TT.14 To be: use the correct past tense form

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

VV.1 Use sense words

VV.8 Choose between adjectives and adverbs

VV.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).

00.4 Is it a complete sentence or a fragment?

00.5 Is it a complete sentence or a run-on?

00.6 Is it a complete sentence, a fragment, or a run-on?

00.7 Unscramble the words to make a complete sentence

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.

ZZ.2 Capitalizing days, months, and holidays

ZZ.3 Capitalizing the names of places and geographic features

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

ZZ.6 Greetings and closings of letters

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

PP.12 Form the singular or plural possessive

XX.2 Form pronoun-verb contractions

XX.3 Form contractions with "not"

XX.4 Use pronoun-verb contractions

XX.5 Use contractions with "not"

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

- C.11** Complete the words with silent letters
- J.2** Complete the word with the correct diphthong: oi, oy, ou, ow
- L.4** Spell the soft g or soft c word
- PP.6** Form regular plurals with -s and -es
- PP.7** Use regular plurals with -s and -es
- TT.3** Form and use the regular past tense
- XX.2** Form pronoun-verb contractions
- XX.3** Form contractions with "not"
- XX.4** Use pronoun-verb contractions
- XX.5** Use contractions with "not"

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- NN.4** Use guide words

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.

- HH.2** Find synonyms in context
- HH.5** Find antonyms in context
- MM.1** Use context to identify the meaning of a word

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).

- EE.2** Identify base words, prefixes, and suffixes
- EE.3** Determine the meaning of a word with pre-, re-, or mis-
- EE.4** Use the prefixes pre-, re-, and mis-

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).

- EE.5** Determine the meaning of a word with -ful or -less
- EE.6** Prefixes and suffixes: review

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).

- FF.3** 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.

- NN.4** Use guide words
- NN.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).

- GG.1** Sort words into categories
- JJ.1** Multiple-meaning words with pictures
- KK.1** Shades of meaning with pictures
- RR.1** Use action verbs
- VV.1** Use sense words
- VV.2** Does the adjective tell you what kind or how many?
- WW.1** Select the best preposition to match 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).

- KK.1** Shades of meaning with pictures
- KK.2** Find the words with related meanings
- KK.3** Describe the difference between related words
- KK.4** Order related words based on meaning

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).

- FF.3** Form and use compound words
- II.3** Use the correct homophone
- KK.1** Shades of meaning with pictures
- VV.1** Use sense words
- WW.1** Select the best preposition to match the picture

WW.2 Select the best preposition to complete the sentence

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.

- E.1** Sort short and long vowel words
- E.2** Match the short a and long a words to pictures
- E.3** Match the short e and long e words to pictures
- E.4** Choose the short i or long i word that matches the picture
- E.5** Choose the short o or long o word that matches the picture
- E.6** Choose the short u or long u word that matches the picture
- E.7** Use spelling patterns to sort long and short vowel words

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

- G.1** Choose the picture that matches the vowel team word
- G.2** Complete the vowel team words
- G.3** Complete the word with the correct vowel team
- G.4** Choose the vowel team sentence that matches the picture
- H.1** Choose the words with a given long vowel
- J.1** Choose the diphthong word that matches the picture
- J.2** Complete the word with the correct diphthong: oi, oy, ou, ow

- J.3 Choose the diphthong sentence that matches the picture
- K.1 Complete words with variant vowels

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

- M.2 Complete the two-syllable words
- M.3 Complete the sentence with a two-syllable word
- N.1 Complete the consonant-l-e words

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

- EE.2 Identify base words, prefixes, and suffixes
- EE.3 Determine the meaning of a word with pre-, re-, or mis-
- EE.5 Determine the meaning of a word with -ful or -less
- EE.6 Prefixes and suffixes: review

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

- C.11 Complete the words with silent letters
- E.7 Use spelling patterns to sort long and short vowel words
- E.10 Complete the sentence with the correct -ild, -ind, -old, -olt, or -ost word
- I.3 Complete the word with the correct r-controlled vowel: er, ir, ur
- J.1 Choose the diphthong word that matches the picture
- K.1 Complete words with variant vowels
- K.2 Which word has a different vowel sound?
- L.1 Sort soft and hard g words and soft and hard c words
- L.2 Pick the soft g or soft c word that matches the picture
- II.1 Homophones with pictures
- II.2 Identify homophones

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

- O.1 Choose the sight word that you hear
 - O.2 Complete the sentence with the correct sight word
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Fluency

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

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

- P.1 Order events in a story
- R.1 Choose the picture that matches the setting or character
- S.2 Determine the topic and purpose of informational passages
- V.1 Read and understand informational passages
- V.2 Analyze stories
- V.3 Determine the themes of myths, fables, and folktales
- W.1 Use text features
- MM.1 Use context to identify the meaning of a word

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.

- C.10 Complete the sentence with a three-letter consonant blend word
- E.10 Complete the sentence with the correct -ild, -ind, -old, -olt, or -ost word
- G.4 Choose the vowel team sentence that matches the picture
- I.4 Choose the r-control sentence that matches the picture
- J.3 Choose the diphthong sentence that matches the picture
- L.3 Choose the soft g or soft c sentence that matches the picture
- M.3 Complete the sentence with a two-syllable word
- O.2 Complete the sentence with the correct sight word

- MM.1** Use context to identify the meaning of a word
- RR.1** Use action verbs
- VV.1** Use sense words

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.

V.1 Read and understand informational passages

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

S.2 Determine the topic and purpose of informational passages

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

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.

HH.2 Find synonyms in context

HH.5 Find antonyms in context

MM.1 Use context to identify the meaning of a word

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.

W.1 Use text features

NN.4 Use guide words

NN.5 Use dictionary entries

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

- S.1** Identify the purpose of a text
 - S.2** Determine the topic and purpose of informational passages
 - AA.1** Choose the text that matches the writer's purpose
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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.

RI.2.8 Describe how reasons support specific points the author makes in a text.

- S.2** Determine the topic and purpose of informational passages

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

- U.1** Compare and contrast in informational passages
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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.

- S.2** Determine the topic and purpose of informational passages
- V.1** Read and understand informational passages

Key Ideas and Details

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

V.2 Analyze stories

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

V.3 Determine the themes of myths, fables, and folktales

RL.2.3 Describe how characters in a story respond to major events and challenges.

V.2 Analyze stories

Craft and Structure

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.

B.1 Choose the picture that rhymes with the word

B.2 Which word does not rhyme?

B.3 Complete the rhyme

B.4 Complete the poem with a word that rhymes

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.1 Order events in a story

T.1 Match each effect to its cause

T.2 Match each cause to its effect

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.

Integration of Knowledge and Ideas

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.

Q.2 Use actions and dialogue to understand characters

R.1 Choose the picture that matches the setting or character

V.2 Analyze stories

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.

Range of Reading and Level of Text Complexity

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.

B.4 Complete the poem with a word that rhymes

P.1 Order events in a story

R.1 Choose the picture that matches the setting or character

V.2 Analyze stories

V.3 Determine the themes of myths, fables, and folktales

2ND GRADE: WRITING

Text Types and Purposes

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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

- Z.1** Use conjunctions
- Z.2** Use subordinating conjunctions
- Z.5** Use linking words to complete a passage
- BB.1** Complete the fact and opinion sentences
- BB.2** Complete the opinion passage with an example
- BB.3** Complete the opinion passage with a reason
- BB.4** Complete the opinion-reason-example table

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.

- Y.1** Select the detail that does not support the topic sentence
- Y.3** Choose topic sentences for expository paragraphs

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.

- Q.2** Use actions and dialogue to understand characters
- X.1** Put the sentences in order
- Y.2** Choose topic sentences for narrative paragraphs
- Z.4** Use time-order words
- CC.1** Choose the sensory details that match the picture
- CC.2** Add descriptive details to sentences

- CC.3** Revise the sentence using a stronger verb
 - CC.4** Insert dialogue into a story
 - VV.1** Use sense words
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Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Y.1** Select the detail that does not support the topic sentence
- CC.2** Add descriptive details to sentences
- CC.3** Revise the sentence using a stronger verb
- DD.1** Combine sentences: subjects
- DD.2** Combine sentences: predicates
- DD.3** Combine sentences: subjects and predicates
- DD.4** Rewrite sentences using introductory elements
- OO.6** Is it a complete sentence, a fragment, or a run-on?
- PP.13** Identify and correct errors with plural and possessive nouns
- YY.4** Commas: review
- ZZ.4** Capitalization: review

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.

Research to Build and Present Knowledge

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).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.