

Bloomingtondale School District

Bloomingtondale, NJ



**ELA
Grade 2**

Adopted: September

2017

Revised August 2018

Grade 2 English Language Arts Curriculum is aligned to the Grade 2 NJSL-ELA and Anchor Standards for College and Career Readiness.

**English
Language Arts
Department**

Philosophy

Teaching is an art. The artist inspires young minds to enjoy exciting literature and to be expressive and articulate through pen and speech. English Language Arts Education is an integrative, interactive ways of communicating that develops through reading, writing, speaking, listening, and viewing.

English Language Arts is an interdependent processes that inform and enrich each other, more often than not merging in an integrated act of learning and knowing. Learners achieve language arts literacy not by adding skills one- by-one to their repertoire, but rather by using and exploring language in its many dimensions. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

Goals

To become productive members of society, students will need to develop social and self- awareness and the ability to communicate effectively through all components of language arts. The goals of the English Language Arts Curriculum are for students to become lifelong readers, acquire knowledge, express themselves creatively, and develop skills in critical thinking and 21st Century Career and Life Skills.

Our students will read, write, speak, listen, and view for various purposes from a variety of materials. Students will use non-textual visual information as well as technology to acquire and share information. Students will develop self- management skills that will enable them to use these abilities throughout their daily lives. In order to accomplish these goals, the language arts classroom should be purposeful, stimulating to the senses, and engaging for all types of learners. It should include varied activities, materials, and technology for visual, auditory, and kinesthetic learners. Classroom organization should provide opportunities for individual work as well as partner and group collaboration. The classroom environment should be responsive to students' personal and academic goals.

Holocaust Education

The Bloomingdale Public School District addresses the act regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes. This is accomplished through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, AntiBullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.

2a. Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.

2b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

<http://www.state.nj.us/education/holocaust/>

- K-4 Curriculum Guide:
 - o  [Caring Makes a Difference](#)
- 5-8 Curriculum Guide:
 - o  [To Honor All Children, part one](#) (1.81 MB, PDF)
 - o  [To Honor All Children, part two](#) (5.82 MB, PDF)
 - o  [To Honor All Children, part three](#) (2.34 MB, PDF)
 - o  [To Honor All Children, part four](#) (6.15 MB, PDF)

MATERIALS FOR INSTRUCTION:

- I. Leveled readers
- II. Reading Street Program-2013
- III. Newspapers/magazines
- IV. Media center/classroom libraries/public library
- V. Novels
- VI. Reader’s Notebooks
- VII. Writer’s Notebooks
- VIII. Smartboard
- IX. Authentic literature

METHODS OF EVALUATION:

- I. Attitude
- II. Effort
- III. Participation in class work
 - A. Class discussion (including turn and talk)
 - B. Work (group, partner, and individual)
 - C. Reports
 - D. Writing samples
 - E. Journals/portfolios
 - F. Centers
 - G. Peer sharing
- IV. Homework
- V. Test and quizzes
 - A. Unit tests
 - B. Teacher prepared tests
 - C. Supplementary materials
 - D. Standardized and/or norm referenced tests
- VI. On-going informal assessment
 - A. Independent writing
 - B. Reader’s and Writer’s Notebooks
 - C. Anecdotal records
 - D. Running Records
 - E. Guided Reading
 - F. Student/teacher conferences

Grade 2 Instructional Units

Unit 1

Pacing: 6-8 Weeks

Interdisciplinary Connections: Science, Visual and Performing Arts

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *The Twin Club*
- *Exploring Space with an Astronaut*
- *Henry and Mudge and the Starry Night*
- *A Walk in the Desert*
- *The Strongest One*

Writing Unit

- Personal Narrative

Transfer Goal

- Students will be able to independently and proficiently
 - Write a personal narrative.
 - Know and use various text features to locate key facts or information in a text.
 - Use information from a text to understand its characters, setting, and plot.

Essential Question

- How can I use reading and writing to learn about new places and things?

Enduring Understandings

- Students will understand that a personal narrative includes details to tell about an interesting event in your life.
- Students will understand that text features enhance the meaning of the text.
- Students will understand that in some stories there will be characters, setting, and plot.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will create a personal narrative writing project.
- Students will read an informational text and complete a graphic organizer to identify key facts.
- Students will read a story and complete a graphic organizer to describe the characters, setting, and plot.

ELA NJ Student Learning Standards

RL 2.1 RL 2.7 RL 2.10	RI 2.1 RI 2.2 RI 2.5 RI 2.7 RI 2.10	W 2.3 W 2.5 W 2.6	RF 2.3. A RF 2.4	SL 2.1-6	L 2.1. f L.2. 2 L2. 3 L2. 4 L2. 5 L2.6
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Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively with reason. CRP6. Demonstrate creativity and innovation.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.2 Create a document using a word processing application.

Unit 2

Pacing: 6 – 8 Weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, Character Education

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *Tara and Tíree, Fearless Friends*
- *Abraham Lincoln*
- *Scarcity*
- *The Bremen Town Musicians*
- *One Good Turn Deserves Another*

Writing Unit: Explanatory Text (How-To Directions)

Transfer Goal

- Students will be able to independently and proficiently write explanatory text (how-to directions).
- Students will be able to independently and proficiently identify the message in fables and folktales.
- Students will be able to independently and proficiently identify the author’s purpose of an informational text.

Essential Question

- How can I use reading and writing to learn how people work together for a common goal?

Enduring Understandings

- Students will understand that an explanatory text explains a specific task, recalled from real-life experiences, using a series of steps.
- Students will understand that fables and folktales are written to give a life lesson.
- Students will understand that authors write informational text with a purpose in mind.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will create an explanatory text writing project.
- Students will read a fable or folktale and identify the message.
- Students will read an informational text and identify the important information given.

Standards

RL 2.1	RI 2.1	W 2.2	SL 2.1-6	RF 2.3.b	L 2.1.a
RL 2.2	RI 2.2	W 2.5		RF 2.4	L2.1.b
RL 2.3	RI 2.3	W 2.6			L2.2.c
RL 2.9	RI 2.5	W 2.8			L2.3
RL 2.10	RI 2.6				L2.4
	RI 2.7				L2.5
	RI 2.9				L2.6
	RI 2.10				

Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee.
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 CRP6. Demonstrate creativity and innovation.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.2 Create a document using a word processing application.
 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.
 8.2.2.A.4 Choose a product to make and plan the tools and materials needed

Career Skills

9.2.4.A.1
 9.2.4.A.2
 9.2.4.A.3
 9.2.4.A.4
 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.

8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

Career Skills

- 9.2.4.A.1
- 9.2.4.A.2
- 9.2.4.A.3
- 9.2.4.A.4

Unit 3

Pacing: 6 – 8 Weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, World Language

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- Pearl and Wagner: Two Good Friends
- Dear Juno
- Anansi Goes Fishing
- Rosa and Blanca
- A Weed is a Flower

Writing Unit

- Friendly Letter

Transfer Goal

- Students will be able to independently and proficiently write a friendly letter.
- Students will be able to independently and proficiently describe the overall structure of a story to have a beginning, middle, and end.
- Students will be able to independently and proficiently describe the connection between a series of historical events in a person’s life.

Essential Question

- How can I use reading and writing to be creative when thinking and solving problems?

Enduring Understandings

- Students will understand that a friendly letter includes a greeting, body, and closing.
- Students will understand that a story has a plot and a sequence of events.
- Students will understand that a biography explains the true events of a person’s life.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will create a friendly letter writing project.
- Students will read a story and complete a graphic organizer to identify the beginning, middle, and end.
- Students will read a biography and complete a timeline of the major events in the person’s life.

Standards

RL 2.1	RI 2.1	W 2.5	SL2.	RF 2.3.b	L 2.1
RL 2.2	RI 2.3	W 2.6	1	RF 2.4	L
RL 2.3	RI 2.10		SL2.		2.2.a
RL 2.5			2		L2.2.
RL 2.6			SL2.		b
RL 2.10			3		L2.3
			SL2.		L2.4.
			4		d
			SL2.		L2.5
			5		L2.6
			SL2.		
			6		

Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively with reason. CRP6. Demonstrate creativity and innovation.
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 CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.2 Create a document using a word processing application.
 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.
 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

Career Skills

9.2.4.A.1
 9.2.4.A.2
 9.2.4.A.3
 9.2.4.A.4

Unit 4

Pacing: 6 – 8 Weeks

Interdisciplinary Connections: Science, Visual and Performing Arts

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- A Froggy Fable
- Life Cycle of a Pumpkin
- Soil
- The Night the Moon Fell
- The First Tortilla

Writing Unit: Description

Transfer Goal

- Students will be able to independently and proficiently write a description.
- Students will be able to independently and proficiently make meaning of content specific vocabulary.
- Students will be able to independently and proficiently describe the sequence of challenges that story characters face.

Essential Question

- How can I use reading and writing to explain how things change and stay the same?

Enduring Understandings

- Students will understand that a description includes strong adjectives and vivid details to create a clear picture of a person, place, or thing.
- Students will understand that there is content specific vocabulary in certain texts.
- Students will understand that story characters may change over time based on the character's experience.

Formative Assessment Tasks

Role Plays	Teacher Observation	Student Journals	Group Work	Projects	Discussion	Question and Answer
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Assessment Transfer Tasks

- Students will create a description writing project.
- Students will draw a picture or make a poster to show meaning of content specific vocabulary.
- Students will create a flowchart or timeline to show the sequence of challenges that story characters face.

Standards

RL 2.1	RI 2.1	W 2.3	SL2	RF 2.3.b	L 2.1
RL 2.2	RI 2.2	W 2.5	. 1	RF2.3.c	L2.1.e
RL 2.3	RI 2.3	W 2.6	SL2.	RF 2.4	L2.2
RL 2.5	RI 2.4	W 2.8	2		L2.3
RL 2.7	RI 2.5		SL2		L2.4.a
RL 2.10	RI 2.6		. 3		2.4.e
	RI 2.7		SL2		2.5.a
	RI 2.10		. 4		2.5.b
			SL2		2.6
			. 5		
			SL2		
			. 6		

Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively with reason. CRP6. Demonstrate creativity and innovation.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.2 Create a document using a word processing application.
 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.
 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

Career Skills

- 9.2.4.A.1
- 9.2.4.A.2
- 9.2.4.A.3
- 9.2.4.A.4

Unit 5

Pacing: 6 – 8 Weeks

Interdisciplinary Connections: Science, Visual and Performing Arts

Supplemental Texts and Resources (teacher

discretion) Anchor Texts Available from RS 2013

- Fire Fighter!
- Carl the Complainer
- Bad Dog, Dodger!
- Horace and Morris But Mostly Delores
- The Signmaker’s Assistant

Writing Unit

- Opinion Piece

Transfer Goal

- Students will be able to independently and proficiently write an opinion piece.
- Students will be able to independently and proficiently identify the points of view of each character.

Essential Question

- How can I use reading and writing to explain what it means to be responsible?

Enduring Understandings

- Students will understand that an opinion piece states an opinion, provides reasons, and uses persuasive words.
- Students will understand that different characters have different points of view.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will create an opinion writing project.
- Students will read a story and complete a graphic organizer to show the points of view of each character.

Standards

RL 2.1 RL 2.2 RL 2.3 RL 2.5 RL 2.6 RL 2.7 RL 2.10	RI	W 2.1 W 2.4 W 2.5 W 2.8	SL2 . 1 SL2. 2 SL2 . 3 SL2 . 4 SL2 . 5 SL2 . 6	RF 2.3.d RF 2.4	L 2.1 2.2.e 2.3 2.4.b 2.4.c 2.4.e 2.5 2.6
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Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively with reason. CRP6. Demonstrate creativity and innovation.
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- CRP12. Work productively in teams while using cultural global competence.

Technology

- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

Career Skills

- 9.2.4.A.1
9.2.4.A.2
9.2.4.A.3
9.2.4.A.4

Unit 6					
Pacing: 6 – 8 Weeks					
Interdisciplinary Connections: Science, Visual and Performing Arts					
Supplemental Texts and Resources (teacher discretion)					
Anchor Texts Available from RS 2013					
<ul style="list-style-type: none"> • Just Like Josh Gibson • Red, White, and Blue: The Story of the American Flag • A Birthday Basket for Tia • Cowboys • Grace for President 					
Writing Unit					
<ul style="list-style-type: none"> • Research Report 					
Transfer Goal					
<ul style="list-style-type: none"> • Students will be able to independently and proficiently write a shared research report. • Students will be able to independently and proficiently make meaning of content specific vocabulary. • Students will be able to independently and proficiently explain how story characters face challenges. 					
Essential Question					
<ul style="list-style-type: none"> • How can I use reading and writing to explain how traditions and celebrations are important to our lives? 					
Enduring Understandings					
<ul style="list-style-type: none"> • Students will understand that a research report uses facts from several sources to give information about a topic. • Students will understand that texts have content specific vocabulary. • Students will understand that story characters may change as they face major challenges. 					
Formative Assessment Tasks					
Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer					
Assessment Transfer Tasks					
<ul style="list-style-type: none"> • Students will create a research report that contains content specific vocabulary. • Students will read a story and complete a graphic organizer to show how a character changed. 					
Standards					
RL 2.1	RI 2.1	W 2.7	SL2. 1	RF 2.3	L
RL 2.2	RI 2.2		SL2.2	RF 2.4	2.1.b
RL 2.3	RI 2.3		SL2. 3		2.2
RL 2.5	RI 2.4		SL2. 4		2.3
RL 2.7	RI 2.6		SL2. 5		2.
RL 2.10	RI 2.7		SL2.		2.5
	RI 2.9		6		2.6
	RI 2.10				
Career Readiness Practices					
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8.2.2.A.4 Choose a product to make and plan the tools and materials needed.					
Career Skills					
9.2.4.A.1					
9.2.4.A.2					
9.2.4.A.3					
9.2.4.A.4					

New Jersey Student Learning Standards for English Language Arts Grade 2

Progress Indicators Reading Literature Texts

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.

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

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

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.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

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.

RL.2.8. (Not applicable to literature)

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. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Grade 2

Progress Indicators for Reading Informational Text

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.

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.

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*.

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.

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

Integration of Knowledge and Ideas

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

RI.2.8. Describe and identify the logical connections of 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. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Progress Indicators for Reading Foundational Skills

Phonics and Word Recognition

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

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

Fluency

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Progress Indicators for 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 conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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.

Production and Distribution of Writing

W.2.4. (Begins in grade 3)

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

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.

W.2.9. (Begins in grade 4)

Range of Writing

W.2.10. (Begins in grade 3)

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

- A. Follow agreed-upon norms 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Presentation of Knowledge and Ideas

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Progress Indicators for Language

Conventions of Standard English

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

- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- E. Consult print and digital resources, 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.

- A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

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.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- 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*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).
- 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 figurative language, word relationships and nuances in word meanings.

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

