2.L Language

- **2 Conventions of Standard English**
  - **2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
    - 2.L.1.a Use collective nouns (e.g., group).
      - Which word is a noun? (2-D.2)
      - Identify nouns (2-D.3)
      - Identify common and proper nouns (2-D.4)
    - 2.L.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
      - Is the noun singular or plural? (2-F.1)
      - Form and use irregular plurals (2-F.2)
    - 2.L.1.c Use reflexive pronouns (e.g., myself, ourselves).
      - Choose between personal and reflexive pronouns (2-R.1)
      - Use reflexive pronouns (2-R.2)
    - 2.L.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
      - Identify the irregular past tense I (3-N.1)
      - Form and use the irregular past tense: set 1 (3-N.3)
      - Form and use the irregular past tense: set 2 (3-N.4)
    - 2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.
      - Does the adjective tell you what kind or how many? (3-U.1)
      - Identify the adjective that describes the noun (3-U.2)
      - Identify adjectives (3-U.3)
      - Does the adverb tell you how, when, or where? (3-V.1)
      - Identify adverbs (3-V.2)
      - Choose between adjectives and adverbs (3-W.1)
      - Is the word an adjective or adverb? (3-W.2)
    - 2.L.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).
      - Is the sentence a statement, question, command, or exclamation? (2-A.1)
      - Identify the subject of a sentence (2-B.1)
      - Identify the predicate of a sentence (2-B.2)
      - Is it a complete sentence or a fragment? (2-C.1)
      - Is it a complete sentence or a run-on? (2-C.2)
      - Is the sentence simple or compound? (3-A.2)
    - 2.L.1.g Create readable documents with legible print.
  - **2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
    - 2.L.2.a Capitalize holidays, product names, and geographic names.
      - Identify common and proper nouns (2-D.4)
      - Capitalizing the names of people and pets (2-BB.1)
      - Capitalizing days, months, and holidays (2-BB.2)

- Capitalizing the names of places and geographic features (2-BB.3)
- Capitalization: review (2-BB.4)
- 2.L.2.b Use commas in greetings and closings of letters.
  - Greetings and closings of letters (2-EE.1)
- 2.L.2.c Use an apostrophe to form contractions and frequently occurring possessives.
  - Identify plurals, singular possessives, and plural possessives (2-G.1)
  - Form the singular or plural possessive (2-G.2)
  - Identify and correct errors with plural and possessive nouns (2-G.3)
  - Identify possessive pronouns (2-Q.1)
  - Use possessive pronouns (2-Q.2)
  - Match the contractions (2-Y.1)
  - Form pronoun-verb contractions (2-Y.2)
  - Form contractions with "not" (2-Y.3)
  - Use contractions in a sentence (2-Y.4)
  - Use pronoun-verb contractions (2-Y.5)
  - Use contractions with "not" (2-Y.6)
- 2.L.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
  - Form regular plurals with -s and -es (2-E.1)
  - Use regular plurals with -s and -es (2-E.2)
  - Form and use the regular past tense (2-J.3)
  - Use pronoun-verb contractions (2-Y.5)
- 2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
  - Order alphabetically based on the first letter (2-OO.1)
  - Order alphabetically based on the first two letters (2-OO.2)
  - Use guide words (2-PP.1)
  - Use dictionary entries (2-PP.2)

- **2 Knowledge of Language**
  - **2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
    - 2.L.3.a Compare formal and informal uses of English.
- **2 Vocabulary Acquisition and Use**
  - **2.L.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.**
    - 2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
      - Which sentence has the same meaning? (2-GG.2)
      - Find synonyms in context (2-GG.3)
      - Find antonyms in context (2-HH.3)
      - Use the correct homophone (2-LL.3)
    - 2.L.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).
      - Identify base words, prefixes, and suffixes (2-NN.1)
      - Determine the meaning of a word with pre-, re-, or mis- (2-NN.2)

- Use the prefixes pre-, re-, and mis- (2-NN.3)
- Prefixes and suffixes: review (2-NN.5)
- 2.L.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).
  - Identify base words, prefixes, and suffixes (2-NN.1)
- 2.L.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).
  - Form compound words with pictures (2-MM.1)
  - Form compound words (2-MM.2)
  - Form and use compound words (2-MM.3)
- 2.L.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.
  - Order alphabetically based on the first letter (2-OO.1)
  - Order alphabetically based on the first two letters (2-OO.2)
  - Use guide words (2-PP.1)
  - Use dictionary entries (2-PP.2)
- **2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.**
  - 2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
    - Select the best preposition to match the picture (2-X.1)
    - Which book title goes with the picture? (2-FF.1)
    - Multiple-meaning words with pictures (2-JJ.1)
  - 2.L.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).
    - Choose the synonym (2-GG.1)
    - Which sentence has the same meaning? (2-GG.2)
    - Find synonyms in context (2-GG.3)
    - Find the words with related meanings (2-II.3)
    - Order related words based on meaning (2-II.4)
    - Describe the difference between related words (2-II.5)
    - Positive and negative connotation (3-NN.3)
- **2.L.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).**
  - Does the adjective tell you what kind or how many? (2-T.2)
  - Identify the adjective that describes the noun (2-T.3)
  - Identify adjectives (2-T.4)
  - Does the adverb tell you how, when, or where? (2-V.1)
  - Identify adverbs (2-V.2)
  - Choose between adjectives and adverbs (2-W.1)
  - Is the word an adjective or adverb? (2-W.2)

California Common Core Content Standards: Language Grade 2

Standards		Term One	Term Two	Term Three
Conventions of Standard English **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**	2L1a			
	2L1b			
	2L1c			
	2L1d			
	2L1e			
	2L1f			
	2L1g			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	2L2a			
	2L2b			
	2L2c			
	2L2d			
	2L2e			
Knowledge of Language	2L3a			
Vocabulary Acquisition and Use	2L4a			
	2L4b			
	2L4b			
	2L4c			
	2L4d			
	2L4e			
Demonstrate understanding of word relationships and nuances in word meanings	2L5a			
	2L5b			
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 children are happy that makes me happy).	2L6			