



2nd Grade ELA Alignment

StoryTown and Making Meaning are district resources that can be utilized to instruct the standards. However, leveled readers and other materials should be used to instruct, accommodate, and differentiate as needed.

Standard		Resources	I Can	Academic Vocabulary
RL.2.1	Use who, what, where, when, why, and how to understand a text	SE(1): 45, 77, 105, 223, 257, 293, 348, 415 SE(2): 42, 86, 190, 232, 351, 461 TE(1):	I can compose/formulate questions	Questions Demonstrate Text
RL.2.2	Recount fables and folktales from diverse cultures	TE(2): T231-T240 - The Great Ball Game T71 - Two Races T323-T336 - The Lizard and the Sun The Lion and the Mouse Thin As A Stick TE(6): T70-	I can summarize a story and include important details. I can determine the central message, lesson, or moral of a story	Recount Fables Folktales Determine Summarize Moral Central Message
RL.2.3	Describe how characters respond to major events and challenges	SE(1): 18-19, 45, 58-59, 415 TE(1): T34-T35, T51, T52, T58, T84, T180, T394 TE(2): T146 TE(3): T231, T232, T236 TE(4): T50, T51, T52, T53, T54, T156, T157 TE(5): T52-T53, T57, T152, T157	I can describe how characters respond to major events.	Describe Characters Events Major Challenge Explain
RL.2.4	Describe how words and phrases supply rhythm and meaning	TE(2): T161, T247, T316 TE(4): T149, T154, T256, T333, Click, Clack, Moo, Cows That Type, (Big Book of Rhymes and Poems) Miscellaneous poetry books.	I can explain and describe how an author's words supply rhythm and meaning in text.	Describe Phrases Rhythm Beat Rhyme



RL.2.5	Describe the structure of a story	SE(1): 266–267 TE(1): T36 TE(2): T218–T219, T232–T235, T238–T240, T252, T266, T302, T304, T338, T354, T364, T416, T437 TE(4): T50, T51, T52, T85, T146 TE(5): T397 TE(6): T86 The Great Ball Game; Click, Clack, Moo, Cows That Type; A Chair for My Mother; Serious Farm	I can describe the structure of a story. (plot).	Structure Plot Describe Character Setting Problem Solution
RL.2.6	Acknowledge differences in the points of view of characters	SE(1): 51, 263, 301 SE(2): 47, 197, 237 TE(1): T73 TE(2): T255, T275, T343 TE(4): T73 TE(5): T75, T177 The True Story of Three Little Pigs; (Wolf's Perfume); Reader's Theater Selections from Story Town	I can describe the point of view of different characters. I can speak in a different voice for each character when reading dialogue aloud.	Characters Describe Dialogue Point of View



RL.2.7	Use illustrations and text to understand characters, setting, or plot	<p>SE(1): 45, 77 SE(2): 18–19, 54–55, 162–163, 204–205 TE(1): T47–T58, T146–T152, T230–T234 TE(2): T233 TE(3): T53 TE(4): T34, T36, T49, T51, T67, T83, T84, T85, T95, T134, T148, T171, T174, T187, T197, T389, T406 TE(5): T34, T49, T51, T53, T57, T59, T60, T69, T85, T87, T97, T136, T152, T158, T171, T187, T197, T397, T414, T436 TE(6): T86 Various Graphic Organizers Arthur's Reading Race and Toad All Year Ball Game James Mother</p> <p style="text-align: right;">Frog The Great Jamaica Louise A Chair for My</p>	I can use the information from the illustrations and print to demonstrate understanding of the characters, setting and plot.	Information Illustrations Digital Character Setting Plot Problem Solution
RL.2.9	Compare two or more versions of the same story	<p>Graphic Organizers Versions: Three Little Pigs; The Three Little Pigs (Marshall); The True Story of the Three Little Pigs (Scieszka); The Three Little Wolves and the Big Bad Pig (Trivizas); Three Little Javelinas (Lowell) Cinderella Rough Faced Girl (Martin); Cinderella is So Amazing</p>	I can compare and contrast two versions of the same story	Compare Contrast Versions Venn Diagram



RL.2.10	Read and comprehend literature, including stories and poetry	<p>SE(1): 22-44, 64-76, 94-104, 108-109, 188-191, 204-222, 238-256, 260-261, 270-292, 328-347, 392-414, 418- 419</p> <p>SE(2): 22-41, 58-85, 88-89, 166-189, 208-231, 322-336, 424-425, 434-460</p> <p>TE(1): T47-T58, T145-T152, T229-T234, T247</p> <p>TE(2): T70-T71, T145-T154, T231-T240, T253, T315-T326</p> <p>TE(3): T47-T56, T225-T236, T249</p> <p>TE(4): T47-T56, T148-T160, T174</p> <p>TE(5): T47-T58, T148-T160, T436</p> <p>TE(6): T47-T58, T256-T257, T322-T336</p> <p>Arthur's Reading Race; Frog and Toad All Year; Jamaica Louise Brown; Mr. Putter and Tabby; Write the Book; A Chair for My Mother; Where on Earth is My Bagel?</p>	I can read comprehension strategies and apply to understand grade level literature, stories and poetry.	Comprehend Literature Strategies Making Connections Inferences
Reading - Informational Text				
RI.2.1	Use who, what, where, when, why, and how to understand a text	<p>SE(1): 134, 381, 444</p> <p>SE(2): 110, 135, 272, 296, 384, 422</p> <p>TE(1): T165-T167, T309-T316</p> <p>TE(2): T169, T341</p> <p>TE(3): T143-T151, T312-T319</p> <p>TE(4): T238-T240, T322-T327</p> <p>TE(5): T238-T246, T249-T251, T330-T334 TE(6): T70, T150, T152-T157, T235-T245 Additional</p> <p>Graphic Organizers; Life As A Frog; Life of George Washington Carver; Dogs At Play; Rain Forest Babies; The Bee; Watching in the Wild; Let's Go Rock Collecting; My Name is Gabriela</p>	<p>I can compose and formulate questions to demonstrate understanding of details in a text.</p> <p>I can produce answers (the 5W's and How) to demonstrate understanding of details in a text.</p>	Demonstrate Details Biography Non-fiction



RI.2.2	Identify the main topic(s) of a text	TE(3): T149 TE(4): T270 TE(5): T236, T252, T262, T331, T332 TE(6): T238 Graphic Organizers	I can identify the main topic of a multiparagraph text. I can explain the focus of the paragraphs within a text.	Identify Multi Paragraph Topic Main Idea Focus
RI.2.3	Describe historical events, scientific ideas/concepts, or steps in a text	TE(1): T165–T167, T329 TE(3): T145, T146, T148, T149M T150, T314 Additional Resources: Science and Social Studies trade books	I can explain the connection between a series of historical events. I can explain the connections between scientific ideas or concepts. I can describe the steps in technical procedures.	
RI.2.4	Determine meanings of words and phrases in a text	SE(2): 96–97, 120–121, 242–243, 282–283 TE(4): T234–T235, T241, T242, T318–T319 TE(5): T234–T235, T326–T327 TE(6): T242 Town Robust Vocabulary Lessons	I can determine the meaning of words and phrases texts relevant to 2nd grade topics or subject areas.	determine Phrase Relevant Robust Vocabulary



RI.2.5	Use text features to locate key facts or information	SE(2): 110, 154–157 TE(4): T224–T225, T241, T243, T244, T253, T269, T281, T308–T309, T324, T327, T328, T337, T353, T363, T416, T437	I can use various text features to locate information in non-fiction text.	Various text features, locate, key facts, information, captions, bold print, sub headings,, indexes, glossaries, icons, Electronic menus
RI.2.6	Identify the main purpose of a text	SE(1): 360–361, 381 SE(2): 46, 246, 384 TE(3): T130–T131, T145, T151, T152, T162, T176, T186, T379, T416 TE(4): T72, T327 TE(5): T238, T278, T333 TE(6): T155, T157, T242	I can identify the purpose of a text and tell what the author is trying to explain, answer or describe.	Identify, purpose, describe, author Persuade Inform Entertain
RI.2.7	Explain how specific images clarify a text	SE(2): 280–281, 296 TE(5): T224–T225, T239, T240, T250–T251, T252, T261, T277, T289, T316, T330, T334–T335, T336, T361, T371, T424 TE(6): T70, T168–T169, T272	I can explain how charts, diagrams, or illustrations are helpful in clarifying text.	Charts, diagrams, illustrations, clarifying
RI.2.8	Describe how reasons support specific points the author makes	TE(1): T316, T352 TE(4): T270	I can describe how an author's reasons support his points.	Describe



RI.2.9	Compare the most important points in two texts on the same topic	SE(1): SE(2): TE(1): TE(3): TE(5): TE(6): 138, 384 279, 300, 390 T331 T165 T265, T349 T171	I can compare and contrast important points, on a specific topic, from different texts.	Compare Contrast Points Text
RI.2.10	Read and comprehend history/social studies, science, and technical texts	SE(1): 80–85, 118–133, 226–229, 296–299, 364–380, 382– 383, 428–443, 460–463 SE(2): 44–45, 98–109, 122–134, 136–137, 192–195, 244–271, 274–275, 284–295, 298–299, 354–355, 368–383, 386– 389, 398–421, 464–465, 482–485 TE(1): T165–T167, T309–T316, T356 TE(2): T168–T169, T340–T341 TE(3): T143–T151, T163, T311–T318, T415–T416 TE(4): T237–T242, T321–T327 TE(5): T72–T73, T236–T250, T262, T328–T334, T347 TE(6): T71, T149–T156, T168–T169, T233–T244, T348, T436–T438 Watching in the Wild; The Bee; Dogs; Life as a Frog; Rain Forest Babies; Life of G.W. Carver; Let's Go Rock Collecting; My Name is Gabriela	I can read and analyze informational text appropriate for second grade.	Comprehend Informational text
Reading - Foundational Skills				
RF.2.3	Know and apply phonics and word analysis skills	Story Town phonics resource book	I can understand and apply grade –level phonics and word analysis skills in decoding words.	Phonics Word analysis Skills Decoding Short vowels Long vowels Syllables Prefix Suffix



RF.2.3a	Distinguish long and short vowels	SE(1): 90-91 TE(1): T30-T31, T32, T42-T43, T66-T67, T81, T128-T130, T140-T141, T160-T161, T177, T212-T214, T224-T225, T242-T243, T257, T292-T294, T304-T305, T374-T375, T392-T393, T402-T403	I can understand and apply grade level phonics and word analysis skills in decoding words.	Phonics, word analysis skills, decoding words
RF.2.3b	Know spelling-sound correspondences for common vowel teams	TE(1): T292-T293, T294-T295, T304-T305, T324-T325, T339, T349, T412-T413 TE(2): T30-T32, T128-T130, T140-T141, T162-T163, T179, T189, T298-T300, T310-T311, T334-T335, T351, T361, T404-T405, T424-T425 TE(4): T130-T132, T142-T143, T168-T169, T185, T195, T220-T222, T232-T233, T250-T251, T267, T279, T404-T405 TE(5): T30-T32, T220-T222, T232-T233, T258-T259, T275, T287, T422-T423 TE(6): T30-T31, T32-T33, T42-T43, T66-T67, T83, T95, T306-T307, T308-T309, T318-T319, T344-T345, T361, T371, T396-T397, T434-T435	I can know spelling -sound correspondences for additional common vowel teams	Spelling sound correspondences ; common vowel teams
RF.2.3c	Decode regularly spelled two-syllable words with long vowels	TE(1): T256, T266 TE(2): T178, T188, T350, T360	I can decode regularly spelled two-syllable words with long vowels.	Decode, two-syllable words, long vowels
RF.2.3d	Decode words with prefixes and suffixes	TE(4): T80, T92, T266, T278 TE(5): T274, T286 TE(6): T82, T94, T268, T280	I can decode words with common prefixes. I can decode words with common suffixes	Decode, common prefixes, common suffixes



RF.2.3e	Identify words with inconsistent but common spelling-sound correspondence	SE(2): 394-395 TE(2): T30-T31, T32-T33, T42-T43, T64-T65, T81, T91, T386-T387 TE(4): T30-T31, T32-T33, T42-T43, T132, T386-T387 TE(5): T222 TE(6): T30-T32, T132-T134, T144-T145, T164-T165, T181, T191, T216-T217, T218-T219, T228-T229, T252-T253, T269, T281, T308, T424	I can identify words with inconsistent but common spelling sound correspondences	Inconsistent
---------	---	---	--	--------------



RF.2.3f	Read irregularly spelled words	<p>SE(2): 394–395 TE(1): T33, T41, T42, T65, T67, T68, T79, T81, T89, T91, T127, T131, T139, T159, T161, T175, T177, T185, T211, T215, T223, T241, T255, T257, T265, T291, T295, T303, T304, T323, T325, T326, T337, T339, T347, T373, T391, T401, T411, T423 TE(2): T33, T41, T42, T63, T65, T79, T81, T89, T127, T131, T139, T140, T161, T163, T177, T187, T213, T217, T225, T226, T247, T249, T261, T263, T271, T273, T297, T301, T309, T310, T312–T313, T333, T335, T349, T351, T359, T385, T403, T413, T423, T435 TE(3): T33, T41, T42, T63, T65, T77, T79, T87, T89, T125, T129, T137, T138, T157, T159, T171, T173, T181, T207, T211, T219, T220, T243, T245, T246, T247, T259, T267, T293, T297, T305, T306, T325, T327, T339, T349, T375, T391, T401, T411, T423 TE(4): T33, T41, T42, T63, T65, T79, T81, T91, T129, T133, T141, T142, T167, T169, T183, T185, T193, T195, T219, T223, T231, T232, T249, T251, T265, T267, T277, T303, T307, T315, T316, T333, T349, T351, T359, T385, T403, T413, T423, T435 TE(5): T33, T41, T42, T65, T67, T81, T83, T93, T95, T131, T135, T143, T144, T167, T169, T183, T185, T193, T195, T219, T223, T231, T232, T257, T259, T273, T275, T285, T311, T315, T323, T341, T343, T357, T367, T393, T411, T421, T431, T443 TE(6): T41, T65, T81, T83, T93, T95, T131, T135, T143, T144, T163, T165, T179, T181, T189, T191, T215, T216, T217, T219, T227, T229, T251</p>	I can recognize and read grade-appropriate irregularly spelled words (sight words).	Irregularly spelled words
---------	--------------------------------	--	---	---------------------------



RF.2.4	Read with sufficient accuracy and fluency	Audio Books	I can read with sufficient accuracy and fluency to support comprehension	Sufficient accuracy, comprehension Fluent Expression
RF.2.4a	Read text with purpose and understanding	TE(1): T47, T50, T71, T145, T163, T165, T229, T309, T329 TE(2): T47, T145, T231, T280–T282, T315, T341 TE(3): T47, T67, T143, T147, T225, T249, T276–T279, T311 TE(4): T47, T147, T256, T286–T289, T321, T336, T340, T392, T445 TE(5): T47, T72, T149, T156, T170, T237, T260, T329, T400, T453 TE(6): T47, T70, T149, T168, T233, T256, T348, T402, T436, T455	I can read second grade text with purpose and understanding	Text, purpose and understanding
RF.2.4b	Read text orally with accuracy, appropriate rate, and expression	TE(1): T60, T163 TE(2): T242, T251, T265, T275 TE(3): T67, T329, T343 TE(4): T66 TE(5): T170, T260, T344, T370 TE(6): T96, T254, T346, T362, T372 Readers' Theater Selections	I can read second grade text orally with accuracy, expression and appropriate rate on successive reads	Orally, accuracy, expression, successive reads



RF.2.4c	Use context to self-correct word recognition and understanding	TE(1): T163 TE(3): T416 TE(4): T46, T74-T75, T144, T146, T234, T318 TE(5): T44, T146, T234, T326 TE(6): T44, T146, T230, T320	I can use context to confirm understanding rereading as necessary. I can use self-correct word recognition to confirm understanding rereading as necessary.	Context, rereading, self-correct
Writing				



W.2.1	Write opinion pieces: introduce the topic, state and support the opinion	TE(6): T225, T249, T277, T287 2nd Grade Writing Manual Write Steps - Unit 5	I can write an opinion piece where I: a. introduce a topic or name of a book, b. provide an opinion on the topic, c. use linking words to give a reason to support my opinion, and d. provide a concluding section or statement.	Opinion, Linking words Support Concluding Statement Introduction Reason
-------	--	---	---	---



W.2.2	Write informative/explanatory text: introduce a topic, use facts to develop	SE(1): 87, 111, 231, 385 SE(2): 91, 427 TE(1): T77, T169, T249, T289, T335 TE(2): T125, T171, T175 TE(3): T123, T165, T169, T291, T337 TE(4): T27, T77, T177, T181, T191 TE(5): T117, T217, T271, T309, T355 TE(6): T108-T115, T129, T177, T259	I can write an informative piece where I: a. introduce a topic, b. use facts and definitions to develop a point, and c. provide a concluding section or statement	Informative, facts, definitions, concluding statement
W.2.3	Write narratives to recount a well- elaborated event	SE(1): 193, 263, 353 SE(2): 139, 197, 237, 467 TE(1): T104-T111,T113 TE(2): T73, T211, T255, T259 TE(3): T27, T71, T75, T255 TE(4): T111, T115, T343, T347 TE(5): T27, T39, T63, T75, T79, T91, T101, T177, T181 TE(6): T351, T357 2nd Grade Writing Manual Unit 3 & 4	I can write a narrative piece where I: a. retell an event or sequence of events b. give some details about the actions and /or characters in order, and c. provide some sense of closure	Narrative Retell Sequence of events Details Sense of closure Temporal Words



W.2.5	Focus on a topic and strengthen writing by revising and editing			I can, with guidance and support, from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Guidance and support Topic Revise and edit Draft
W.2.6	Use a variety of tools to produce and publish writing	TE(2): T111 TE(3): T109 TE(5): T115		I can, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Variety of digital tools, publish writing, collaboration with peers
W.2.7	Participate in shared research and writing projects	TE(1): T12 TE(4): T36 Grade Writing Manual Steps Unit 6	2nd Write	I can participate in shared research and writing projects.	Participate in shared research
W.2.8	Recall or gather information to answer a question	TE(6): T112, T141, T161 Grade Writing Manual Steps Unit 6	2nd Write	I can recall information from experiences or gather information from provided sources to answer a question	recall

Speaking and Listening



SL.2.1	Participate in conversations with peers/adults in small/larger groups		I can participate in conversations with partners about 2nd grade topics and texts in small and larger groups.	Participate Conversation Respectful
SL.2.1a	Follow agreed-upon rules for discussions	TE(1): T13 TE(2): T13 TE(3): T13, T427 TE(4): T13 TE(5): T13 TE(6): T13	I can follow agreed upon rules for discussions.	
SL.2.1b	Build on others' talk in conversations	TE(2): T13 TE(5): T13 TE(6): T13	I can build on others' talk in conversations by linking their comments to the remarks of others	
SL.2.1c	Ask for clarification and further explanation as needed	TE(1): T13 TE(2): T13, T441 TE(3): T13 TE(4): T13 TE(5): T13	I can ask for clarification and explanations when needed.	Clarification Explanation discussion
SL.2.2	Recount key ideas from text read aloud or information presented orally	TE(1): T36 TE(3): T13 TE(4): T13 TE(5): T36	I can recount and describe important details from a read aloud or from information I have heard.	Recount Describe Details



SL.2.3	Ask and answer questions for clarification, comprehension, and more information	TE(1): T13 TE(2): T13 TE(3): T13 TE(4): T13 TE(5): T13	I can ask question about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic I can answer questions about what a speaker says to clarify comprehension, gather additional information.	Clarify Comprehension
SL.2.4	Tell a story or recount an experience with appropriate facts and details	TE(1): T39	I can tell a story or recount an experience with facts and relevant details. I can speak clearly and in coherent sentences.	Recount Relevant Coherent Facts

SL.2.5	Create audio recordings of stories or poems	TE(1): T111	<p>I can create audio recordings of stories or poems.</p> <p>I can add drawings or other visual displays to clarify ideas, thoughts and feelings</p>	<p>Audio recordings</p> <p>Clarify</p> <p>Visual displays</p>
SL.2.6	Produce complete sentences when appropriate	TE(1): T39	I can produce complete sentences when asked to provide details or clarification.	<p>Produce</p> <p>Clarification</p>
Language				
L.2.1	Demonstrate command English grammar when writing or speaking	Story Town Grammar practice book	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns		I can use collective nouns. (nouns that name groups of things	<p>Flock of birds</p> <p>School of Fish</p>



L.2.1b	Form and use frequent irregular plural nouns	TE(2): T174, T184, T194, T410, T440	I can correctly form and use irregular plural nouns.	Form, irregular, plural
L.2.1c	Use reflexive pronouns		I can use reflexive pronouns.	Reflexive, pronouns
L.2.1d	Form and use the past tense of frequent irregular verbs	TE(6): T38, T62, T78, T90, T100, T140, T160, T174, T184, T186, T194, T196, T410, T420, T450	I can correctly form and use the past tense of irregular verbs.	Irregular verb, past tense
L.2.1e	Use adjectives and adverbs	TE(4): T38, T60, T76, T88, T98, T138, T164, T180, T190, T200, T228, T246, T346, T356, T366, T400, T410, T440	I can decide when to use an adverb or an adjective.	Adjective, adverb



L.2.1f	Produce, expand, and rearrange complete simple and compound sentences	TE(1): T38, T62, T76, T86, T96, T344, T388, T428 TE(4): T38, T76, T180, T200	<p>I can expand complete simple sentence.</p> <p>I can rearrange complete simple sentences.</p> <p>I can produce complete compound sentences.</p> <p>I can expand complete compound sentences.</p> <p>I can rearrange complete compound sentence.</p> <p>I can produce complete simple sentences.</p>	Complete simple sentence Compound sentence
L.2.2	Demonstrate capitalization, punctuation, and spelling when writing	Daily Oral Language Book	I can demonstrate command and the conventions of standard English capitalization, punctuation, and spelling when writing.	Punctuation Comma Period Exclamation marks Question mark



L.2.2a	Capitalize holidays, product names, and geographic names	TE(2): T244, T268, T278, T346, T356, T366, T420, T432, T440	I can use correct capitalization of holidays, product names and geographic names.	Proper nouns
L.2.2b	Use commas in greetings and closings of letters	TE(3): T103, T107, T109 TE(6): T39, T91	I can use commas in the greetings and closings of letters.	Commas
L.2.2c	Use an apostrophe to form contractions and frequent possessives	TE(3): T134, T154, T168, T178, T179, T188, T216, T240, T254, T264, T274, T398, T408, T428 TE(6): T314, T340, T356, T366, T376, T442, T450	I can use apostrophes to form contractions. I can use apostrophes to form possessives.	Apostrophes Contractions
L.2.2d	Generalize learned spelling patterns when writing words	TE(1): T67, T161, T243, T325, T403 TE(2): T65, T163, T249, T335, T415 TE(3): T65, T159, T245, T327, T403 TE(4): T65, T169, T251, T335, T415 TE(5): T67, T169, T259, T343, T423 TE(6): T67, T165, T253, T345, T425	I can use spelling patterns when writing words.	Spelling patterns
L.2.2e	Consult reference materials to check and correct spellings		I can use dictionaries and other reference materials to check and correct my spellings.	Dictionaries, reference materials



L.2.3	Use knowledge of language when writing, speaking, reading, or listening		Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Language conventions
L.2.3a	Compare formal and informal uses of English		I can compare formal and informal uses of English.	Compare formal and informal
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words		I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content. I can choose flexibly from an array of strategies.	Determine Multiply-meaning Phrases strategies



L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase	<p>TE(1): T37, T61, T74–T75, T85, T135, T155, T170–T171, T181, T219, T237, T250–T251, T261, T299, T319, T332–T333, T343, T387, T397, T419</p> <p>TE(2): T37, T59, T74–T75, T85, T135, T157, T172–T173, T183, T221, T243, T256–T257, T305, T318, T320, T329, T344–T345, T355, T399, T409, T419, T431</p> <p>TE(3): T37, T59, T72–T73, T83, T133, T153, T166–T167, T177, T215, T239, T252–T253, T263, T301, T321, T334–T335, T345, T387, T397, T407, T419</p> <p>TE(4): T37, T44, T59, T74–T75, T86, T96, T97, T137, T144, T163, T178–T179, T188–T189, T227, T234, T240, T245, T260–T261, T272–T273, T283, T311, T318, T344–T345, T354, T365, T399, T409, T419, T431</p> <p>TE(5): T37, T44, T61, T76–T77, T88, T99, T139, T146, T163, T178–T179, T188, T227, T234, T253, T266, T280, T319, T326, T337, T350–T351, T362, T372, T373, T407, T417, T427, T439</p> <p>TE(6): T37, T44, T61, T74–T75, T88, T99, T139, T146, T159, T172–T173, T184, T194, T223, T234, T247, T260, T262–T263, T274, T285, T313, T320, T339, T352– T353, T354–T355, T364, T375, T409, T419, T429, T441</p>	I can use sentence level context as a clue to the meaning of a word or phrase.	context phrase
L.2.4b	Determine the meaning of the new word formed when a known prefix is added		I can determine the meaning of the new word formed when a known prefix is added to a known word.	prefix



L.2.4c	Use a known root word as a clue to the meaning of an unknown word		I can use a known root word as a clue to the meaning of an unknown word with the same root.	Root word
L.2.4d	Use the meaning of individual words to predict the meaning of compound words		I can use knowledge of the meaning of individual words to predict the meaning of compound words	Predict Compound word
L.2.4e	Use glossaries and dictionaries	TE(2): R18–R20 TE(4): T355, T18–R21	I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Glossaries Dictionaries Print digital
L.2.5	Understand word relationships and nuances in meanings	Story Town Robust Vocabulary Lessons	I can demonstrate understanding of word relationships and nuances in word meanings.	Word relationships nuances



L.2.5a	Identify connections between words and their use		I can identify real-life connections between words and their use.	Real-life connections
L.2.5b	Distinguish shades of meaning among related verbs and adjectives Example: toss, throw, hurl, thin, slender, skinny	TE(1): T353 TE(5): T89, T189, T268–T269, T352–T353, T363, T365, T375	I can distinguish shades of meaning among closely related verbs and closely related adjectives.	Distinguish shades of meanings Verbs Adjectives Synonyms
L.2.6	Use acquired words and phrases	TE(1): T36–T37, T221, T239, T253, T263, T273 TE(4): T44–T45, T59, T139, T149, T151, T165, T181, T191, T201 TE(6): T172–T173, T184, T234	I can use new words including adjectives and adverbs to describe.	