# CLUSTER: CONVENTIONS OF STANDARD ENGLISH

**Anchor Standard 1: 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.**

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).

**Essential Skills:**

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

- **Identify and define collective nouns presented in a variety of texts.**
- **Distinguish between common, proper, possessive, and collective nouns.**
- **Demonstrate the use of collective nouns in oral and written language.**

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

- **Identify and define frequently occurring irregular plural nouns in text presented in a variety of formats.**
- **Form the plurals of frequently occurring singular irregular nouns.**
- **Use plural of irregular nouns in oral and written language.**
- **With support, analyze writing models for correct use of irregular plural nouns.**

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

- **Identify and define reflexive pronouns in text presented in a variety of formats.**
- **Use reflexive pronouns in oral and written language.**

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

- **Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats.**
- **Form the past tense of frequently occurring irregular verbs.**
- **Demonstrate the correct use of past tense verbs in oral and written language.**
- **With support, analyze writing models for correct use of irregular verbs.**

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

- **Identify and define adjectives and adverbs in text presented in a variety of formats.**
- **Distinguish between adjectives and adverbs.**
- **Demonstrate the correct use of adjectives and adverbs in oral and written language.**
- **Strengthen writing by using adjectives and adverbs correctly to expand sentences.**
- **With support, analyze writing models for correct use of adjectives and adverbs.**

**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).**

- **Distinguish between a sentence and a fragment.**
- **Distinguish between declarative, interrogative, imperative, and exclamatory sentences.**
- **Produce simple and compound sentences independently or in response to prompts.**
- **Strengthen writing by using learned parts of speech to expand sentences.**

**Benchmarks:**

# CLUSTER: CONVENTIONS OF STANDARD ENGLISH

**Anchor Standard 2: 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.**

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 reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Essential Skills:**

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

- **Distinguish between common and proper nouns.**
- **Demonstrate correct capitalization of holidays, product names, and geographic names in writing.**
- **Analyze writing models for correct capitalization.**

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

- **Identify the components of a letter.**
- **Demonstrate the correct use of commas when writing letters (correspondence).**

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

- **Identify and explain the purpose and formation of contractions and possessives.**
- **Demonstrate correct formation and use of contractions and possessives.**
- **Analyze writing models for correct use and formation of contractions and possessives.**

### 2.2.d Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).

- **Identify common spelling patterns.**

- **Demonstrate use of learned spelling patterns when writing.**

**Benchmarks:**

# CLUSTER: KNOWLEDGE OF LANGUAGE

**Anchor Standard 3: 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.**

a. Compare formal and informal uses of English.

**Essential Skills:**

- **Identify and distinguish between formal and informal English.**
- **Identify purposes, audiences, and environments that require formal and informal English.**
- **Adjust use of formal and informal English for purpose, audience, and environment.**

**Benchmarks:**

# CLUSTER: VOCABULARY ACQUISITION AND USE

**Anchor Standard 4: 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.**

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.

**Essential Skills:**

**2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.**

- **Identify sentence clues that help determine or clarify the meaning of a word or phrase**
- **Access prior knowledge to help determine or clarify the meaning of a word or phrase.**
- **Discuss words and word meanings as they are encountered.**

**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*).**

- **Identify common prefixes and their meaning.**
- **Use meaning of known words and prefixes to explain the meaning of new words.**

**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*).**

- **Identify and define the root word in unknown words.**
- **Identify common suffixes and their meanings.**

- **Use meaning of prefixes and suffixes to explain the meaning of known root words.**

**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*).**

- **Identify compound words presented orally and in a variety of formats.**
- **Combine meanings of individual words together to determine meaning of new compound words.**
- **Use compound words orally and in writing.**

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

- **Apply alphabet knowledge to use glossaries and dictionaries.**
- **Use keywords and text features to help find information within a specific source.**
- **Strengthen writing by using text specific glossaries, word walls, and individual student dictionaries(consumable) to determine word choice.**

**Benchmarks:**

# CLUSTER: VOCABULARY ACQUISITION AND USE

**Anchor Standard 5: 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.**

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*).

**Essential Skills:**

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

- **Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.**

**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*).**

- **Identify synonyms for given verbs and adjectives.**
- **Use context clues to distinguish intensity (nuances) of meaning among synonyms.**
- **Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meanings of words and phrases.**
- **Strengthen writing by using text specific glossaries, word walls and individual student dictionaries (consumable) to determine word choice.**

**Benchmarks:**

# CLUSTER: VOCABULARY ACQUISITION AND USE

**Anchor Standard 6: 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 kids are happy that makes me happy).**

**Essential Skills:**

- **Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.**
- **Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.**
- **Use adjectives and adverbs, and choose between them depending on what is to be modified.**

**Benchmarks:**