**Grade Two Language Standards**

**Conventions of Standard English**

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

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

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

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

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

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

**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*).

**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.2.2a** Capitalize holidays, product names, and geographic names.

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

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

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

**L.2.2e** Consult reference materials, 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.

**L.2.3a** 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.

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

**L.2.4b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

**L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

**L.2.4d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

**L.2.4e** 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 word relationships and nuances in word meanings.

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

**L.2.5b** 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*).