

# BENCHMARKS WITH EXAMPLES REPORT

## ENGLISH LANGUAGE ARTS GRADE 2



**Key:** **Status** = Benchmarks designated as "Focus" are aligned to the Terra Nova, third edition. Benchmarks designated "Supporting" are not.  
**OCS Code** = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).  
**CCSS Code** = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers ([www.corestandards.org](http://www.corestandards.org)).  
**CRS Strand** = ACT College Readiness Standards developed by ACT, Inc. ([www.act.org](http://www.act.org)).  
**The CRS Strands are:** TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

<b>DOMAIN: Reading Standards for Literature</b>				
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
<b>OCS Code:</b>	<b>Strand: Key Ideas and Details (KID)</b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.RL.KID.1</b>	<b>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>			
2.RL.KID.1.1.b	Ask questions to demonstrate understanding of key details in a story or poem	e.g., Ask and answer questions beginning with who, what, where, when, why, and how	RL.2.1	SUP
2.RL.KID.1.2.c	Respond to questions about key details in a story or poem	e.g., Ask and answer questions beginning with who, what, where, when, why, and how	RL.2.1	SUP
<b>2.RL.KID.2</b>	<b>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>			
2.RL.KID.2.1.b	Retell a story, fable, or folktale from diverse cultures using key details		RL.2.2	SUP
2.RL.KID.2.2.b	Identify a main idea or lesson of a story, fable, or folktale from diverse cultures		RL.2.2	MID
<b>2.RL.KID.3</b>	<b>3. Describe how characters in a story respond to major events and challenges.</b>			
2.RL.KID.3.1.b	Describe the response of characters in a story to major events		RL.2.3	REL
2.RL.KID.3.2.b	Describe the response of characters in a story to challenges		RL.2.3	REL
<b>OCS Code:</b>	<b>Strand: Craft and Structure (CAS)</b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.RL.CAS.4</b>	<b>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</b>			
2.RL.CAS.4.1.b	Relate the author's choice of words and phrases to the rhythm of a story, poem, or song	e.g., Regular beats, alliteration, rhymes, repeated lines	RL.2.4	WCH
2.RL.CAS.4.2.b	Relate the author's choice of rhythm words and phrases to the meaning of a story, poem, or song	e.g., Regular beats, alliteration, rhymes, repeated lines	RL.2.4	REL
2.RL.CAS.4.3.a	Identify the use of regular beats, alliteration, rhymes, and repeated lines in a story, poem, or song		RL.2.4	
<b>2.RL.CAS.5</b>	<b>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>			
2.RL.CAS.5.1.a	Identify the beginning, middle, and ending of a story		RL.2.5	REL
2.RL.CAS.5.2.a	Identify the setting, characters, problem, and resolution in a story		RL.2.5	
2.RL.CAS.5.3.b	Describe the introduction to a story through its setting, characters, and problem		RL.2.5	REL
2.RL.CAS.5.4.b	Describe the conclusion to a story through its setting, characters, and resolution to a problem		RL.2.5	REL
2.RL.CAS.5.5.b	Describe changes in the setting, characters, and problem over the course of a story		RL.2.5	REL
<b>2.RL.CAS.6</b>	<b>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>			

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2.RL.CAS.6.1.a	Identify the point of view from which a character tells a story in a story, poem, drama, or song	Note: Include speaking in a different voice for each character when reading dialogue aloud.	RL.2.6	MID
2.RL.CAS.6.2.b	Describe the different points of view of characters in a story, poem, drama, or song		RL.2.6	MID
<b>OCS Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.RL.IKI.7</b>	<b>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b>			
2.RL.IKI.7.1.b	Explain the characters, setting, or plot in a story by using illustrations	Note: Including print or digital text.	RL.2.7	
2.RL.IKI.7.2.b	Describe the characters, settings, and problems in a story by using words from the text	Note: Including print or digital text.	RL.2.7	SUP
<b>2.RL.IKI.9</b>	<b>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</b>			
2.RL.IKI.9.1.b	Compare and contrast two or more versions of the same story written by authors from different cultures	e.g., Cinderella stories	RL.2.9	REL
<b>DOMAIN: Reading Standards: Foundational Skills</b>				
By the end of the year, read and comprehend text in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
<b>OCS Code:</b>	<b>Strand: <i>Phonics and Word Recognition (PWR)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.RF.PWR.3</b>	<b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>			
2.RF.PWR.3.1.b	Distinguish between long and short vowels in regularly spelled one-syllable words found in a text		RF.2.3a	
2.RF.PWR.3.2.a	Identify spelling-sound correspondences for common vowel teams found in a text		RF.2.3b	
2.RF.PWR.3.3.b	Decode regularly spelled two-syllable words with long vowels found in a text		RF.2.3c	
2.RF.PWR.3.4-1.a	Define the meaning of a prefix and suffix	Note: A prefix is one or more letters or syllables added to the beginning of a word to modify its meaning. A suffix is one or more letters or syllables added to the end of a word to modify its meaning.	RF.2.3d	
2.RF.PWR.3.4-2.b	Distinguish between a prefix and a suffix in regularly spelled two syllable words found in a text		RF.2.3d	
2.RF.PWR.3.4-3.c	Read aloud words with common prefixes and suffixes found in a text		RF.2.3d	
2.RF.PWR.3.5.a	Identify common one and two syllable words with inconsistent spelling-sound correspondences found in a text	e.g., Body, cloth, ton; heat vs. head	RF.2.3e	
2.RF.PWR.3.6-1.a	Recognize grade-level appropriate irregularly spelled words found in a text		RF.2.3f	
2.RF.PWR.3.6-2.c	Read aloud grade-level appropriate irregularly spelled words found in a text		RF.2.3f	
<b>OCS Code:</b>	<b>Strand: <i>Fluency (FLU)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.RF.FLU.4</b>	<b>4. Read with sufficient accuracy and fluency to support comprehension.</b>			
2.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding		RF.2.4a	
2.RF.FLU.4.2-1.c	Read grade-level text aloud with increasing rate on successive readings		RF.2.4b	
2.RF.FLU.4.2-2.c	Read grade-level text aloud with increasing accuracy on successive readings		RF.2.4b	



2.RF.FLU.4.2-3.c	Read grade-level text aloud with increasing expression on successive readings		RF.2.4b	
2.RF.FLU.4.3-1.b	Use context to confirm word recognition and meaning	e.g., Reread as necessary	RF.2.4c	
2.RF.FLU.4.3-2.b	Use context to self-correct word recognition and meaning	e.g., Reread as necessary	RF.2.4c	
<b>DOMAIN: Reading Standards for Informational Text</b>				
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
<b>OCS Code:</b>	<b>Strand: <i>Key Ideas and Details (KID)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.RI.KID.1</b>	<b>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</b>			
2.RI.KID.1.1.b	Ask questions to demonstrate understanding of key details in an informational text	e.g., Ask and answer questions beginning with who, what, where, when, why, and how	RI.2.1	SUP
2.RI.KID.1.2.c	Respond to questions about key details in an informational text	e.g., Ask and answer questions beginning with who, what, where, when, why, and how	RI.2.1	SUP
<b>2.RI.KID.2</b>	<b>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</b>			
2.RI.KID.2.1.b	Determine key ideas of specific paragraphs within a multiparagraph informational text		RI.2.2	MID
2.RI.KID.2.2.b	Identify the main topic of a multiparagraph informational text		RI.2.2	MID
<b>2.RI.KID.3</b>	<b>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b>			
2.RI.KID.3.1.b	Describe the sequence of historical events in an informational text		RI.2.3	REL
2.RI.KID.3.2.b	Describe a set of scientific ideas or concepts in an informational text		RI.2.3	REL
2.RI.KID.3.3.b	Describe the steps of a technical procedure in an informational text		RI.2.3	REL
<b>OCS Code:</b>	<b>Strand: <i>Craft and Structure (CAS)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.RI.CAS.4</b>	<b>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b>			
2.RI.CAS.4.1.b	Determine the meaning of words and phrases about a topic or subject in an informational text	Note: The text should be relevant to a grade 2 topic or subject area.	RI.2.4	MOW
<b>2.RI.CAS.5</b>	<b>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.</b>			
2.RI.CAS.5.1-1.a	Identify the key features of an informational text used to locate facts or information	e.g., Captions, bold print, subheadings, glossaries indexes, electronic menus, icon	RI.2.5	
2.RI.CAS.5.1-2.a	Locate facts or information by using key features of an informational text efficiently	e.g., Captions, bold print, subheadings, glossaries indexes, electronic menus, icon	RI.2.5	SUP
<b>2.RI.CAS.6</b>	<b>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>			
2.RI.CAS.6.1.b	Explain the main purpose of an informational text	e.g., Including what the author wants to answer, explain, or describe	RI.2.6	MID
<b>OCS Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.RI.IKI.7</b>	<b>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</b>			
2.RI.IKI.7.1.b	Describe the contributions of specific images to the meaning of a text	e.g., A diagram showing how a machine works	RI.2.7	
<b>2.RI.IKI.8</b>	<b>8. Describe how reasons support specific points the author makes in a text.</b>			



2.RI.IKI.8.1.b	Analyze how an author uses reasons to support points in an informational text		RI.2.8	MID
<b>2.RI.IKI.9</b>	<b>9. Compare and contrast the most important points presented by two texts on the same topic.</b>			
2.RI.IKI.9.1.b	Compare and contrast the points made by authors of two informational texts on the same topic		RI.2.9	REL
<b>DOMAIN: Writing Standards</b>				
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
<b>OCS Code:</b>	<b>Strand: <i>Text Types and Purposes (TTP)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.W.TTP.1</b>	<b>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 concluding statement or section.</b>			
2.W.TTP.1.1.c	Introduce a topic or book when writing an opinion piece		W2.1	OUC
2.W.TTP.1.2.c	State an opinion about a topic or text when writing an opinion piece		W2.1	TOD
2.W.TTP.1.3.c	Support an opinion with reasons when writing an opinion piece		W2.1	TOD
2.W.TTP.1.4.c	Use linking words and phrases to connect opinions and reasons when writing an opinion piece	e.g., Because, and, also	W2.1	OUC
2.W.TTP.1.5.c	Develop a concluding statement or section when writing an opinion piece		W2.1	OUC
<b>2.W.TTP.2</b>	<b>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>			
2.W.TTP.2.1.c	Introduce a topic when writing an informative/explanatory text		W2.2	OUC
2.W.TTP.2.2.c	Use facts and definitions to support points when writing an informative/explanatory text		W2.2	TOD
2.W.TTP.2.3.c	Write a concluding statement or section when writing an informative/explanatory text		W2.2	TOD
<b>2.W.TTP.3</b>	<b>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.</b>			
2.W.TTP.3.1.c	Introduce a well elaborated event or short sequence of events when writing a narrative		W2.3	OUC
2.W.TTP.3.2.c	Use details to describe thoughts, actions, and feelings when writing a narrative		W2.3	OUC
2.W.TTP.3.3.c	Use temporal words to signal event order when writing a narrative		W2.3	OUC
2.W.TTP.3.4.c	Create a sense of closure when writing a narrative		W2.3	OUC
<b>OCS Code:</b>	<b>Strand: <i>Production and Distribution of Writing (PDW)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.W.PDW.5</b>	<b>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>			
2.W.PDW.5.1.c	Strengthen writing based on comments and suggestions before producing and distributing writing	Note: With guidance and support from adults and peers.	W2.5	
2.W.PDW.5.2.b	Edit writing to focus clearly on a topic before it is produced and distributed	Note: With guidance and support from adults and peers.	W2.5	
<b>2.W.PDW.6</b>	<b>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>			
2.W.PDW.6.1.c	Use a variety of digital tools to produce and publish writing	Note: With guidance and support from adults. Collaboration with peers should be a part of this process.	W2.6	
<b>OCS Code:</b>	<b>Strand: <i>Research to Build and Present Knowledge (RBK)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>



<b>2.W.RBK.7</b>	<b>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).</b>			
2.W.RBK.7.1.c	Participate in shared research projects	e.g., Read a number of books on a single topic to produce a report; record science observations	W2.7	
2.W.RBK.7.2.c	Participate in shared writing projects	e.g., Read a number of books on a single topic to produce a report; record science observations	W2.7	
<b>2.W.RBK.8</b>	<b>8. Recall information from experiences or gather information from provided sources to answer a question.</b>			
2.W.RBK.8.1.a	Recall information from experiences to include in a shared research project		W2.8	
2.W.RBK.8.2.b	Gather information from provided sources to answer a question used in a shared research project		W2.8	
<b>DOMAIN: Speaking and Listening Standards</b>				
By the end of the year, use oral language skills with appropriate complexity for grade 2.				
<b>OCS Code:</b>	<b>Strand: <i>Comprehension and Collaboration (CAC)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.SL.CAC.1</b>	<b>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>			
2.SL.CAC.1.1.c	Follow agreed-upon rules for group discussions	Note: Use grade 2 topics and texts. 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	SL2.1a	
2.SL.CAC.1.2.c	Link new comments to remarks made by others during a group discussion	Note: This can be demonstrated in small and larger groups with student's peers and adults.	SL2.1b	
2.SL.CAC.1.3.c	Ask questions during a group discussion when further explanation about a topic or text is needed	Note: This can be demonstrated in small and larger groups with student's peers and adults.	SL2.1c	
<b>2.SL.CAC.2</b>	<b>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>			
2.SL.CAC.2.1-1.b	Identify key ideas from information presented orally	e.g., Texts read aloud or information presented orally or through other media	SL2.2	
2.SL.CAC.2.1-2.b	Identify key details from information presented orally	e.g., Texts read aloud or information presented orally or through other media	SL2.2	
<b>2.SL.CAC.3</b>	<b>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.</b>			
2.SL.CAC.3.1.c	Ask questions about the meaning of information presented by a speaker		SL2.3	
2.SL.CAC.3.2.c	Ask questions to gather additional information about what was said by a speaker		SL2.3	
2.SL.CAC.3.3.c	Answer questions about information presented by a speaker in order to demonstrate understanding		SL2.3	
<b>OCS Code:</b>	<b>Strand: <i>Presentation of Knowledge and Ideas (PKI)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.SL.PKI.4</b>	<b>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b>			
2.SL.PKI.4.1.c	Tell a story orally with appropriate facts and relevant details		SL2.4	
2.SL.PKI.4.2.c	Speak audibly in coherent sentences when telling a story orally		SL2.4	
<b>2.SL.PKI.5</b>	<b>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</b>			
2.SL.PKI.5.1.c	Create an audio recording of a presentation of a story or poem		SL2.5	

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2.SL.PKI.5.2.c	Convey ideas, thoughts, and feelings about a story or experience by using drawings or other visual displays in an oral presentation		SL.2.5	
<b>2.SL.PKI.6</b>	<b>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</b>			
2.SL.PKI.6.1.c	Produce complete sentences in an oral presentation when appropriate to task and situation	Note: Provide requested detail or clarification during a presentation. See grade 2 Language standards 1 and 3 for specific expectations.	SL.2.6	
<b>DOMAIN: Language Standards</b>				
By the end of the year, use language with appropriate complexity for grade 2.				
<b>OCS Code:</b>	<b>Strand: <i>Conventions of Standard English (CSE)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.L.CSE.1</b>	<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>			
2.L.CSE.1.1.c	Use collective nouns when speaking or writing	e.g., Group	L2.1a	
2.L.CSE.1.2-1.b	Construct frequently occurring irregular plural nouns	e.g., Feet, children, teeth, mice, fish	L2.1b	
2.L.CSE.1.2-2.c	Use frequently occurring irregular plural nouns when speaking or writing	e.g., Feet, children, teeth, mice, fish	L2.1b	
2.L.CSE.1.3.c	Use reflexive pronouns when speaking or writing	e.g., Myself, ourselves	L2.1c	COU
2.L.CSE.1.4-1.b	Construct the past tense of frequently occurring irregular verbs	e.g., Sat, hid, told	L2.1d	SSF
2.L.CSE.1.4-2.c	Use the past tense of frequently occurring irregular verbs when speaking or writing	e.g., Sat, hid, told	L2.1d	SSF
2.L.CSE.1.5-1.c	Use adjectives when speaking or writing		L2.1e	COU
2.L.CSE.1.5-2.c	Use adverbs when speaking or writing		L2.1e	COU
2.L.CSE.1.5-3.c	Use adjectives and adverbs appropriately when speaking or writing		L2.1e	COU
2.L.CSE.1.6-1.c	Produce complete sentences when speaking or writing	e.g., Simple or compound. The boy watched the movie.	L2.1f	SSF
2.L.CSE.1.6-2.c	Expand complete sentences when speaking or writing	e.g., Simple or compound. The boy watched the movie; The little boy watched the movie	L2.1f	SSF
2.L.CSE.1.6-3.c	Rearrange complete sentences when speaking or writing	e.g., Simple or compound. The boy watched the movie; The action movie was watched by the little boy	L2.1f	SSF
<b>2.L.CSE.2</b>	<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>			
2.L.CSE.2.1.c	Capitalize holidays, product names, and geographic names when writing		L2.2a	
2.L.CSE.2.2-1.c	Use commas when writing greetings and closings of letters		L2.2c	COP
2.L.CSE.2.2-2.c	Use an apostrophe to form contractions when writing		L2.2c	COP
2.L.CSE.2.2-3.c	Use an apostrophe to form frequently occurring possessives when writing		L2.2c	COP
2.L.CSE.2.2-4.c	Use learned spelling patterns when writing words	e.g., Cage to badge; boy to boil	L2.2d	
2.L.CSE.2.2-5.c	Clarify the spelling of a word by using reference materials		L2.2e	
<b>OCS Code:</b>	<b>Strand: <i>Knowledge of Language (KOL)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>
<b>2.L.KOL.3</b>	<b>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>			
2.L.KOL.3.1-1.b	Compare and contrast the uses of formal and informal English in a variety of contexts	e.g., When writing, speaking, reading, or listening.	L2.3a	WCH
<b>OCS Code:</b>	<b>Strand: <i>Vocabulary Acquisition and Use (VAU)</i></b>	<b>Examples and Notes:</b>	<b>CCSS Code:</b>	<b>CRS Strand:</b>

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<b>2.L.VAU.4</b>	<b>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.</b>			
2.L.VAU.4.1-1.b	Determine the meaning of a word or phrase by using sentence-level context clues		L2.4a	MOW
2.L.VAU.4.1-2.b	Determine the meaning of a multiple-meaning word or phrase by using sentence-level context clues		L2.4a	MOW
2.L.VAU.4.2.b	Combine a known prefix and a known word to create a new word	e.g., Happy/unhappy, tell/retell	L2.4b	
2.L.VAU.4.3.b	Determine the meaning of an unknown word based on a known word with the same root	e.g., Addition, additional	L2.4c	
2.L.VAU.4.4.b	Determine the meaning of a compound word based on the meaning of the individual words	e.g., Birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark	L2.4d	
2.L.VAU.4.5-1.a	Clarify the meaning of a word or phrase by using a print glossary and dictionary		L2.4e	
2.L.VAU.4.5-2.a	Clarify the meaning of a word or phrase by using a digital glossary and dictionary		L2.4e	
<b>2.L.VAU.5</b>	<b>5. Demonstrate understanding of word relationships and nuances in word meanings.</b>			
2.L.VAU.5.1.b	Relate real life connections between words to their uses	e.g., Describe foods that are spicy or juicy	L2.5a	
2.L.VAU.5.2-1.b	Distinguish between the meaning of closely related verbs	e.g., Toss, throw, hurl	L2.5b	WCH
2.L.VAU.5.2-2.b	Distinguish between the meaning of closely related adjectives	e.g., Thin, slender, skinny, scrawny	L2.5b	WCH
<b>2.L.VAU.6</b>	<b>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).</b>			
2.L.VAU.6.1.c	Use words and phrases acquired through conversation	e.g., When other kids are happy that makes me happy. Note: Include adjectives and adverbs to describe.	L2.6	WCH
2.L.VAU.6.2.c	Use words and phrases acquired through reading and being read to	e.g., When other kids are happy that makes me happy. Note: Include adjectives and adverbs to describe.	L2.6	WCH
2.L.VAU.6.3.c	Use words and phrases to be acquired through responding to texts	e.g., When other kids are happy that makes me happy. Note: Include adjectives and adverbs to describe.	L2.6	WCH