

## Arizona English Language Arts Standards: Grade 2 Summary of Changes

### Standards, Curriculum, and Instruction

**Standards** are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

**Curriculum** refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.

**Instruction** refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.

### Overarching Changes to the 2016 Arizona ELA Standards (Impact K-12)

- The required percentages for the use of literary and informational texts across the school day have been removed. There are still 10 Reading Informational Text and 9 Reading Literature standards at each grade level, so a balance of texts is necessary. However, that balance is now determined at the local level.
- The 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects have been removed. Grades 6-12 content area teachers will now integrate the new ELA Reading Informational Text, Writing, and Speaking & Listening standards in place of the Grades 6-12 Standards for Literacy in History, Science, and Technical Subjects.
- The two text complexity standards in grades 2-12 now require the use of quantitative and qualitative measures to determine the appropriateness of a text for a specific grade-level. Guidance on text complexity is found in the glossary.
- Examples in the standards that reference specific works or authors have been removed, as curricular items are adopted at the local level.
- A new K-5 Writing: Foundational Skills sub-strand was added to the standards to work with the K-5 Reading: Foundational Skills sub-strand and the Language strand to support early literacy skills.

Additions to the 2016 Arizona ELA 2nd Grade Standards	Deletions from the 2016 Arizona ELA 2nd Grade Standards
---	---

- 2.RF.3.c
- 2.WF.1
- 2.WF.2
- 2.WF.3
- 2.L.1.f
- 2.L.1.h
- 2.L.1.i

- AZ.2.RI.10 (This standard is subsumed in 2.RI.10.)
- AZ.2.W.4 (This standard is subsumed in 2.W.4.)
- AZ.2.L.1

Moves within the 2016 Arizona ELA 2nd Grade Standards	Parameter Changes/Clarifications to the 2016 Arizona ELA 2nd Grade Standards
<ul style="list-style-type: none"> <li>• 2.L.1.f (2010) moved to 2.L.1.g (2016)</li> <li>• 2.L.4.a (2010) moved to 2.L.4.d (2016)</li> <li>• 2.L.4.b (2010) moved to 2.L.4.a (2016)</li> <li>• 2.L.4.c (2010) moved to 2.L.4.b (2016)</li> <li>• 2.L.4.d (2010) moved to 2.L.4.c (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• 2.RL.9 - Changed "Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures" <u>to</u> "Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures."</li> <li>• 2.RL.10 - Added language about using qualitative and quantitative elements for determining text complexity. See glossary for guidance on text complexity.</li> <li>• 2.RI.3 - Added "with prompting and support."</li> <li>• 2.RI.10 - Added language about using qualitative and quantitative elements for determining text complexity. See glossary for guidance on text complexity.</li> <li>• 2.RF.3 - Changed "in decoding words" <u>to</u> "in decoding one-syllable or two-syllable words."</li> <li>• 2.RF.3c - Changed "Decode regularly spelled two-syllable words with long vowels" to "Identify and apply all six syllable types to decode appropriate grade-level text."</li> <li>• 2.L.1.d - Changed " Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told)" <u>to</u> " Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told)."</li> <li>• 2.L.5.b - Changed "Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)" <u>to</u> "Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)."</li> </ul>
<b>Areas of Emphasis to Consider</b>	
<ul style="list-style-type: none"> <li>• The Language, Reading: Foundational Skills, and the new Writing: Foundational Skills standards are designed to work together to improve students’ handwriting, decoding, encoding, sentence construction, grammar, and punctuation skills.</li> <li>• The Writing: Foundational Skills standards call for spelling progressions starting with letter-sound correspondences in grades K-1 (WF.3), moving to patterns and syllables in grades 2-3 (WF.3), and then to morphology (Greek and Latin roots/affixes) in grades 4-5 (4.L.2.d, 4.RF.3 and 5.L.2.e, 5.RF.3).</li> <li>• The Reading: Foundational Skills call for students to know and apply knowledge of the six syllable types to decode increasingly complex grade appropriate words in grades 1-5 (RF.3).</li> <li>• The standards call for students to build knowledge through reading in all content areas.</li> <li>• The standards call for students to speak and write about what they read by drawing upon evidence from the text.</li> <li>• The standards call for students to closely and carefully reading complex grade-level text.</li> <li>• The standards call for students to focus on academic language when speaking, reading, and writing.</li> </ul>	

## 2010 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	

## 2016 Arizona English Language Arts Standards

Reading Standards for Literature	
Key Ideas and Details	
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
2.RL.4	Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
2.RL.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	

2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.8	(Not applicable to literature)
2.RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>Range of Reading and Level of Text Complexity</b>	
2.RL.10	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>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure</b>	

2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.8	(Not applicable to literature)
2.RL.9	Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.
<b>Range of Reading and Level of Text Complexity</b>	
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RI.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.RI.3	With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure</b>	

2.RI.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
2.RI.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.
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Integration of Knowledge and Ideas</b>	
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.RI.8	Describe how reasons support specific points the author makes in a text.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic
<b>Range of Reading and Level of Text Complexity</b>	
2.RI.10	By the end of 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.
AZ.2.RI.10	a. By the end of the year, read and comprehend functional 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.

2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.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.
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Integration of Knowledge and Ideas</b>	
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.RI.8	Describe how reasons support specific points the author makes in a text.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	
2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.

Reading Standards: Foundational Skills	
<b>Phonics and Word Recognition</b>	
2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
<b>Fluency</b>	
2.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	

Reading Standards: Foundational Skills	
<b>Phonics and Word Recognition</b>	
2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Identify and apply all six syllable types to decode appropriate grade-level text.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
<b>Fluency</b>	
2.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	

2.W.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.
2.W.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.
2.W.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>Production and Distribution of Writing</b>	
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
AZ.2.W.4	With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.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.
2.W.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.
2.W.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>Production and Distribution of Writing</b>	
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>Research to Build and Present Knowledge</b>	
2.W.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)
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.9	(Begins in grade 4)
<b>Range of Writing</b>	
2.W.10	(Begins in grade 3)

2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>Research to Build and Present Knowledge</b>	
2.W.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).
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.9	(Begins in grade 4)
<b>Range of Writing</b>	
2.W.10	(Begins in grade 3)
<b>Writing Standards: Foundational Skills</b>	
<b>Sound-letter Basics and Handwriting</b>	
2.WF.1	Demonstrate and apply handwriting skills. a. Write legibly in manuscript using correct letter formation. b. Transcribe ideas in manuscript with automaticity and proper spacing.
2.WF.2	Demonstrate and apply sound-letter concepts. a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 1. Consonants: /s/= s, ss, ce, ci, cy /f/= f, ff, ph /k/= c, k, ck 2. Vowels: /o/= o, o_e, oa, ow (long o) /a/= a, a_e, ai, ay, eigh (long a)
<b>Spelling</b>	

Speaking and Listening Standards	
Comprehension and Collaboration	

2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell on-level, regular, single-syllable words that include:</p> <ol style="list-style-type: none"> <li>1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).</li> <li>2. Complex consonant blends (e.g., scr, str, squ).</li> <li>3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).</li> <li>4. Vowel-r combinations (e.g., turn, star, third, four, for).</li> <li>5. Contractions (e.g., we'll, I'm, they've, don't).</li> <li>6. Homophones (e.g., bear, bare; past, passed).</li> <li>7. Plurals and possessives (e.g., its, it's).</li> </ol> <p>b. With prompting and support, spell two- and three-syllable words that:</p> <ol style="list-style-type: none"> <li>1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).</li> <li>2. Include familiar compound words (e.g., houseboat, yellowtail).</li> <li>3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).</li> </ol> <p>c. With prompting and support, spell words with suffixes that require:</p>
Speaking and Listening Standards	
Comprehension and Collaboration	

2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.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>Presentation of Knowledge and Ideas</b>	
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.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.

2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.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>Presentation of Knowledge and Ideas</b>	
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.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.

2.SL.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 specific expectations.)
--------	--

**Language Standards**

**Conventions of Standard English**

2.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>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).</p>
-------	---

AZ.2.L.1	Write multiple sentences in an order that supports a main idea or story.
----------	--

2.SL.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.)
--------	--

**Language Standards**

**Conventions of Standard English**

2.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p> <p>i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.</p>
-------	--

--	--

2.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<b>Knowledge of Language</b>	
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
<b>Vocabulary Acquisition and Use</b>	

2.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<b>Knowledge of Language</b>	
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
<b>Vocabulary Acquisition and Use</b>	

2.L.4	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
2.L.5	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>

2.L.4	<p>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.</p> <p>a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>d. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
2.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>

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., <i>When other kids are happy that makes me happy</i> ).
-------	---

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., <i>When other kids are happy that makes me happy</i> ).
-------	---