

SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	2
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Standards Relating to Conventions of Standard English

- 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
 - b. Use collective nouns (e.g., group, herd, class).
 - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - d. Use reflexive pronouns (e.g., myself, ourselves).
 - e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - f. Use adjectives and adverbs and choose between what is to be modified.
 - g. 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).

- 2.L.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 closing of letters. Use commas to separate single words in a series.
 - c. Use an apostrophe to form contractions and singular possessives.
 - d. Spell grade appropriate high frequency words correctly.
 - e. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).
 - f. Consult print and digital reference materials as needed, to check and correct spellings.

Conventions of Standard English: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
How does the use of standard language conventions help an audience understand oral and written communication?	<p>Proper formation of letters, and the correct utilization of letter and word spacing, makes writing easier for the reader to understand.</p> <p>Correct usage of grammar when speaking and writing helps to communicate ideas effectively.</p> <p>Writers utilize capitalization to signify the importance of certain words.</p> <p>Writers use correct punctuation in their writing to help communicate their ideas effectively and clearly.</p> <p>Spelling words correctly helps the reader understand the text.</p>

Learning Progression: Conventions of Standard English (2.L.1 2.L.2)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.L.1 Demonstrate command of the conventions of standard English grammar and usage	2.L.1 Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.	3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or

<p>when writing or speaking.</p> <ol style="list-style-type: none"> Print all uppercase (capital) and lowercase letters correctly. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles - a, an, the; demonstratives -this, that, these, those). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ol style="list-style-type: none"> Use collective nouns (e.g. group, herd, class). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g. myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs and choose between what is to be modified. 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>speaking.</p> <ol style="list-style-type: none"> Write legibly in print or cursive, using appropriate spacing and margins. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). Ensure subject-verb and pronoun-antecedent agreement. Form and use adverbs and adjectives (comparative and superlative). Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.
<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence, the pronoun I, dates, and names of people. Use end punctuation for 	<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closing of letters. Use commas to separate single words in a series. Use an apostrophe to form 	<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives.

<p>sentences.</p> <p>c. Use commas in dates.</p> <p>d. Use conventional spelling for words with common spelling patterns.</p> <p>e. Spell grade-appropriate high-frequency words.</p> <p>f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>contractions and singular possessives.</p> <p>d. Spell grade appropriate high frequency words correctly.</p> <p>e. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).</p> <p>f. Consult print and digital reference materials, as needed to check and correct spellings.</p>	<p>e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.</p>
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Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>2.L.1</p> <ul style="list-style-type: none"> ● Collective nouns ● Irregular plural nouns ● Reflexive pronouns ● Irregular verb tense ● Simple sentences ● Compound sentences ● Adjectives and adverbs <p>2.L.2</p> <ul style="list-style-type: none"> ● Capitalization rules for proper nouns ● Usage of commas in a letter and a series ● Usage of apostrophes ● Spelling patterns ● Reference materials (e.g., dictionaries) 	<p>2.L.1</p> <p>Nouns that look singular can sometimes represent a group of people, places, and things. (e.g., family, herd, group, class).</p> <p>Plural nouns can have irregular spellings. (e.g., mouse/mice, tooth/teeth).</p> <p>Pronouns can be used to describe self and other people (e.g., myself/ourselves).</p> <p>Changing the verb tense will reflect when the action took place.</p> <p>Verb tenses can have irregular spellings. (e.g., sit/sat).</p> <p>Adjectives describe nouns, and adverbs describe verbs.</p> <p>Sentences can be expanded, combined, and rearranged to add details, change meaning, or enhance style.</p> <p>2.L.2</p> <p>There are rules for capitalization and punctuation in our English language that help make the meaning of the writing clear.</p> <p>All proper nouns are capitalized including holidays, product names, and geographic names.</p>	<p>2.L.1</p> <p>Use collective nouns in sentences when speaking and writing.</p> <p>Change nouns into regular and irregular plural forms when writing and speaking.</p> <p>Use reflexive pronouns when speaking and writing.</p> <p>Use past tense of frequently occurring irregular verbs.</p> <p>Determine when adjectives and adverbs should be used.</p> <p>Use adjectives and adverbs in writing assignments.</p> <p>Write simple and compound sentences.</p> <p>2.L.2</p> <p>Identify and capitalize holidays, product names, and geographic names.</p> <p>Write greetings and closings of letters and insert commas where appropriate.</p> <p>Identify contractions and possessive</p>

	<p>Commas are needed after the greeting and closing in a letter and in a series.</p> <p>An apostrophe is needed in a contraction to show where a letter(s) was eliminated.</p> <p>An apostrophe is needed in a noun to show possession or ownership.</p> <p>Learned spelling patterns can help determine how to spell unknown words.</p> <p>Reference materials such as beginning dictionaries can be used to check and correct spelling.</p>	<p>nouns and insert apostrophes where appropriate.</p> <p>Apply learned spelling patterns to spell unknown words.</p> <p>Consult reference materials such as beginning dictionaries to check and correct spelling.</p>
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Student Friendly Language
<p>2.L.1</p> <p>I can use a collective noun to identify a group. I can use irregular nouns to identify a group. I can use pronouns to tell about myself. I can change verbs to tell that something already happened. I can use adjectives to describe nouns. I can use adverbs to describe verbs. I can write simple and compound sentences.</p> <p>2.L.2</p> <p>I can capitalize holidays, product names, and important places. I can use commas in greetings and closings of letters. I can use commas in a series. I can use apostrophes to form contractions. I can use apostrophes to show ownership. I can use spelling patterns I have learned to help me spell unknown words. I can use reference materials to check and correct spellings.</p>

Key Vocabulary		
<p>2.L.1</p> <ul style="list-style-type: none"> ● Noun ● Verb ● Collective noun ● Irregular plural noun ● Irregular verb ● Plural noun ● Singular noun ● Reflexive noun ● Past tense ● Present tense ● Future tense ● Adverb ● Adjective ● Simple sentence ● Compound sentence 	<p>2.L.2</p> <ul style="list-style-type: none"> ● Capitalization ● Punctuation ● Comma ● Greeting ● Closing ● Series ● Apostrophe ● Contraction ● Possessive ● Reference materials ● Proper noun ● Holiday ● Product name ● Geographic name 	<p>N/A</p>

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Correct usage of grammar when speaking and writing helps us communicate our ideas effectively with others.

Proper formation of letters, and the correct utilization of letter and word spacing, makes it easier for us to share our ideas with others.

Effectively using the conventional standards of English makes our writing easier for the reader to understand and enjoy.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Conventions of Standard English:

2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others.
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- f. Use adjectives and adverbs and choose between what is to be modified.
- g. 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).

2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Level 1	Level 2	Level 3	Level 4
When writing and speaking, students should be able to, with significant support, • Minimally apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message including legible writing.	When writing and speaking, students should be able to, with minimal support, • Partially apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message including legible writing.	When writing and speaking, students should be able to • Adequately apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message including legible writing.	When writing and speaking, students should be able to • Thoroughly apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message including legible writing.