

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. 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).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>2.L.1 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, 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>	<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>

Student Friendly Language:

I can use a noun to tell about a group.

I can use irregular nouns to tell about a group. (e.g. one tooth but four teeth, one mouse but six mice)

I can use pronouns to tell about myself. (e.g. ourselves, themselves)

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 change or add words in a sentence.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Collective nouns (e.g., family, class, herd) ● Irregular plural nouns ● Reflexive pronouns ● Noun and verb tense agreement ● When to use adjectives (modify nouns) ● When to use adverbs (modify verbs) ● Complete simple sentences ● Complete compound sentences 	<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 myself and other people.</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>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>Change regular verbs to 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>Create, expand, and rearrange a simple sentences to a complex sentence.</p>

Key Vocabulary:
<p>nouns <u>irregular plural nouns</u> collective noun <u>singular noun</u> <u>plural nouns</u> reflexive pronouns verbs <u>irregular verbs</u> <u>past tense</u> <u>present tense</u> <u>future tense</u> adverbs <u>adjectives</u> modified complete sentence compound sentence simple sentence expand rearrange <u>singular noun</u></p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Write letters/notes, to describe what you have been doing. Describe an event, activity, or situation to a teacher, peer, friend, or relative Write a story involving several characters. Add interesting details to your writing.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>2.L.2 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>	<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

Student Friendly Language:
<p>I can capitalize holidays, product names, and important places (e.g., Christmas, Legos, South Dakota).</p> <p>I can use commas in greetings and closings of letters.</p> <p>I can use apostrophes to form contractions (e.g., isn't).</p> <p>I can use apostrophes to show ownership (e.g, Mary's puppy).</p> <p>I can use spelling patterns I have learned to help me spell unknown words.</p> <p>I can use reference materials to check and correct spellings.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Capitalization rules for proper nouns ● Where to place commas in the greeting and closing of a letter ● Where to place apostrophes ● Spelling patterns ● Reference materials (e.g., dictionaries) 	<p>There are rules for capitalization and punctuation in our English language that help make the meaning of the writing clearer.</p> <p>All proper nouns are capitalized including holidays, product names, and geographic names.</p> <p>Commas are needed after the greeting and closing in a letter.</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 when spelling unknown words.</p> <p>Reference materials such beginning dictionaries can be used to check and correct spelling.</p>	<p>Identify and capitalize holidays, product names, and geographic names.</p> <p>Write greetings and closings of letters and insert commas where needed.</p> <p>Identify contractions and possessive nouns and insert apostrophes where needed.</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>

Key Vocabulary:

capitalization
punctuation
comma
greeting
closing
apostrophe
contraction
possessive
reference materials (e.g., dictionaries)
proper nouns
holidays
product names
geographic names

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students will communicate with others in a variety of ways (e.g., through writing letters, thank you notes, reports, stories, journals, etc.).

Writing resumes, letters, and reports is essential in finding and keeping most jobs and in getting an education.

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Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
Begins in Grade 2	2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English	3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.

Student Friendly Language:

I can use what I know about language and its conventions while I write, speak, read, or listen.

I can decide when it is appropriate to use complete sentences and incomplete sentences when speaking or writing.

I can recognize a complete sentence when reading or listening.

I can recognize an incomplete sentence when reading or listening.

I can speak or write in complete sentences when it is appropriate.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● formal English <ul style="list-style-type: none"> ○ academic vocabulary ○ formal structure of conventions ● informal English <ul style="list-style-type: none"> ○ slang ○ incomplete sentences ○ incorrect grammar and punctuation ● conventions 	<p>Certain situations require formal use of the English language.</p> <p>Certain situations allow for the use of informal language.</p> <p>There is a difference between formal and informal English.</p> <p>The English language should be used appropriately according to the context of the situation and the purpose of the audience.</p>	<p>Compare writing and speaking in formal and informal contexts when reading or listening to text.</p> <p>Interpret which writing and speaking situations and tasks require use of formal or informal English language.</p> <p>Discuss what situations may require an author or speaker to use either formal or informal English.</p> <p>Discuss an author's or speaker's style and the effect it has on the language that was used.</p>

Key Vocabulary:

formal English
informal English
compare
writing conventions
context
author
speaker
language
academic vocabulary
parts of speech
syntax
slang
incomplete sentences
body language
emotions
incorrect grammar
punctuation

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students will need to decide when to use formal or informal language every day as adults. For example, how to discuss matters at work versus casual conversations, how to send work communications like e-mails/letters/texts versus personal messages, etc.

Students will need to use formal language to build a resume and to speak during an interview to get a job.

Students will need to use the English language appropriately to pass their thoughts and ideas on to others either in written or spoken form.

Research papers and other assignments given in secondary and postsecondary educational settings will require the use of formal English language.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 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. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>2.L.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.</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>	<p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range 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 affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

Student Friendly Language:
I can tell what a word means by how it is used in the sentence.
I can tell what a word means by looking at the root word, and prefix.
I can tell what a compound word means by looking at the two smaller words that make up the compound word.
I can find the meaning of words in glossaries and dictionaries.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● root words and words with multiple meanings; ● prefixes; ● sentences-level context clues; ● glossaries; ● dictionaries; 	<p>Words can have multiple meanings. Context clues can be used to decipher words.</p> <p>Prefixes change the meaning of words.</p> <p>Meanings of root words can be used to figure out unknown words with the same root.</p> <p>Compound words can be determined by figuring out the meaning of the individual words within the compound word.</p> <p>Meanings of words can be found in glossaries and dictionaries, both in hard print and digitally.</p>	<p>Choose the correct meaning of words with multiple meanings based on context clues.</p> <p>Predict word meanings based on prefixes, root words and individual words in compound words.</p> <p>Look words up in dictionaries and glossaries to determine the meaning of words and phrases.</p> <p>Recognize meanings of words and phrases based on context clues.</p>

Key Vocabulary:

context clues

prefix

root word (base)

compound word

glossary

dictionary

print

digital

multiple meanings

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

You can read and understand directions to a game.

You can read and understand new books.

You can read and understand letters, text messages and e-mails.

You can read and understand recipes, medicine bottles and road signs

When you find a word you don't know when you are reading, you will have many strategies for figuring out the word.

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<p>1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>2.L.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>	<p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

Student Friendly Language:
<p>I can explain what a word means by giving an example from everyday life.</p> <p>I can describe the differences between words with similar meanings.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • situational usage of words • shades of meaning 	<p>Many words in our language have other words that mean about the same - synonyms.</p> <p>Some words give a more descriptive meaning to the written work than others.</p>	<p>Use suitable and precise words in speaking and writing.</p> <p>Choose the best word for a specific context from among closely related verbs or adjectives.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">verbs</td> <td style="width: 33%;">adjectives</td> <td style="width: 33%;"><u>synonyms</u></td> </tr> <tr> <td>shades of meaning</td> <td>nuances</td> <td>word relationships</td> </tr> </table>	verbs	adjectives	<u>synonyms</u>	shades of meaning	nuances	word relationships
verbs	adjectives	<u>synonyms</u>				
shades of meaning	nuances	word relationships				
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>						
<p>Adjectives help us explain precisely what we want: i.e. I want my eggs scrambled and my hamburger well-done. Knowing meanings of words help us understand direction; i.e, you may walk in the hallway, but please don't skip, trot, run or gallop.</p> <p>Using precise words can clarify our writing and keep us from overusing common/vague words.</p>						

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that)	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., When other kids are happy that makes me happy).	3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Student Friendly Language:
I can use new words and phrases to describe. I can use details when I share information.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • appropriate use of descriptive words (adjectives and adverbs) 	Adding details using adjectives and adverbs allows others to better understand the message. Appropriately using new words and phrases makes communicating with others interesting.	Read a story and comprehend the information to use for future conversations. Use descriptive words (adjectives and adverbs) when communicating to add details. Use new words or phrases acquired from oral or written texts.

Key Vocabulary:
words phrases conversations descriptive words adjectives adverbs dialogue
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Conversations with family and friends Retelling a story Pulling information read into a conversation i.e. reading a nonfiction story about how to care for fish to prepare for holding a conversation with a pet store worker when purchasing a fish