**Second Grade Glossary of Elements from CCSS Language Standards (L)**

***Conventions of Standard Language***

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

1. **Use collective nouns.**
2. **Form and use frequently occurring irregular plural nouns.**

**c. Use reflexive pronouns.**

**d. Form and use the past tense of frequently occurring irregular verbs.**

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

**f. Produce, expand, and rearrange complete simple and compound sentences.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Noun** | A word used to name a person, place, thing, or an abstract idea. | Late last **year** our **neighbors** bought a **goat**. |  |
| 1. a. Collective Noun | A collection of things taken as a whole. | **pride** of lions  **herd** of cows  **swarm** of bees  **group** of people | http://study.com/academy/lesson/what-are-collective-nouns.html |
| 1. b. Regular (plural) | A regular plural form is made by the addition of an –s. | one day, two days  one shirt, two shirts | https://jr.brainpop.com/readingandwriting/word/pluralnouns/preview.weml |
| 1. b. Irregular (plural) | 1. Nouns ending in -ch, -sh, -s, -x, -z  \*Add **-es** to make it plural.  2. Nouns ending -consonant +y  \* Change the –y to –i and add **-es** to make it plural.  3. Nouns ending -vowel + y  \*Do not change the -y.  Form plurals the normal way.  4. Nouns change form. Some change letters and others change the word completely.  5. Nouns do not change. The spelling is the same in both singular and plural forms. | 1. one beach, two beaches  2. one berry, two berries  3. one toy, two toys  4. child/children, foot/feet, tooth/teeth, mouse/mice  5. fish, deer, sheep, jeans |  |
| 1. **c. Pronoun** | A word that substitutes a noun or noun phrase. | he, she, I, it, them, they |  |

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| 1. c. Reflective Pronoun | Pronouns that refer back to the subject of the sentence or clause. | myself, himself, ourselves, themselves |  |
| 1. **d. Verb** | A verb refers to an action or a state. | action: break, walk, do  state: be, like, own |  |
| 1. d. Regular | A regular verb is one that follows the pattern of taking -ed for the past simple and past participle forms. | walk/walk**ed**  love/lov**ed**  (drop –e, then add –ed) |  |
| 1. d. Irregular | An irregular verb is one that does not take the -ed ending for the past simple and past participle forms. | put/put  buy/bought |  |
| 1. **e. Adjectives** | A word that modifies a noun or pronoun to make it more specific. | **rotten** egg  **cloudy** day |  |
| 1. **e. Adverbs** | A word that modifies a verb. | ran **swiftly**  **quickly** wrote |  |
| 1. **f. Simple Sentences** | A sentence with one independent clause and no dependent clauses. | The girl walked the dog to the park. |  |
| 1. **f. Compound Sentences** | A sentence with multiple independent clauses but no dependent clauses. Independent clauses are joined with a comma and a coordinating conjunction (i.e. *and*, *or*, and *but*.) | The little girl walked the dog to the park, **and** they played fetch for hours. |  |

**Standard (L.2.2) –**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 closings of letters.**

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

**d. Generalize learned spelling patterns when writing words.**

**e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Capitalization** | To begin a word with an upper case letter. Used at the beginning of a sentence, for a proper noun, or for the word I. | **W**ill you join **K**atie and **I** for an adventure to **W**almart? |  |
| **b. Commas in Letter Writing** | When letter writing, commas are used after greetings and closings. | Dear George,  Sincerely, |  |
| **c. Apostrophe Usage in Contractions and Possessives** | Apostrophes are used to replace a letter or letters in a contraction. Also, they can be used to show singular and plural possession. | can not → can’t  will/would not → won’t  boy’s shirt (singular)  girls’ bathroom (plural) |  |
| **d. Generalize Spelling Patterns** | When writing, students refer to resources containing categorized spelling patterns. | ca**ge** → ba**dge**  b**oy** → b**oi**l | *COOR ISD Literacy Committee Spelling Scope & Sequence* |
| **e. Reference Materials** | Materials used to check spelling. | print and online dictionaries  word walls | <http://kidspicturedictionary.com/>  [www.learnersdictionary.com](http://www.learnersdictionary.com)  [www.wordcentral.com](http://www.wordcentral.com) |

***Knowledge of Language***

**Standard (L.2.3) –**Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**a. Compare formal and informal uses of English.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Formal English** | A way of speaking or writing when you want to impress your audience. This is the proper way you are taught to communicate in school. | Luke gave me a pencil yesterday.  Would you like me to pick you up something from the store? |  |
| **a. Informal English** | A way of speaking or writing casually. This is the manner used in speaking with friends. | Wanna go to the movies?  Lemme call you back later.  Need anything from the store? |  |

***Vocabulary Acquisition and Use***

**Standard (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.

1. **Use sentence-level context as a clue to the meaning of a word or phrase.**
2. **Determine the meaning of the new word formed when a known prefix is added to a known word.**
3. **Use a known root word as a clue to the meaning of an unknown word with the same root.**
4. **Use knowledge of the meaning of individual words to predict the meaning of compound words.**
5. **Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Context Clues** | Use words within a sentence to determine the meaning of words or phrases. | **Paradise:** When Rex had a bone, a warm spot to lie, and someone petting him, he was in **paradise.** |  |
| **b. Prefix** | Letters added to the beginning of a word to change the meaning of a word. | pre- (before) pretest  re- (again) retell  un- (not) unhappy |  |
| **c. Root Word** | The form of a word after all prefixes and/or suffixes are removed. | add → addition → additional |  |
| **d. Compound Words** | Two words put together to form a word. | birdhouse → lighthouse  bookshelf → notebook |  |
| **e. Glossary** | A list of terms in a special subject, field, or area of usage, with accompanying definitions. Glossaries are often found in the back of texts. |  |  |
| **e. Dictionary** | A resource containing a selection of the words of a language, giving information about the meanings, pronunciations, inflected forms, derived forms, etc. |  |  |

**Standard (L.2.5) –** Demonstrate understanding of word relationships and nuances in word meaning.

1. **Identify real-life connections between words and their use.**
2. **Distinguish shades of meaning among closely related verbs and closely related adjectives.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Real Life Connections** | Use examples that the children can relate to in their own lives. | Have students generate lists of *adjectives* that describe observations of science content (e.g. hatching of an egg, life cycle of a butterfly) |  |
| **b. Shades of Meaning** | A phrase used to describe the small, subtle differences in meaning between similar words of phrases. | Closely related verbs: *toss, throw, hurl*  Closely related adjectives: *thin, slender, skinny, scrawny* |  |

**Standard (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.

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **Transfer** |  | Writer’s Workshop |  |