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Conventions of Standard English:

[CCSS.ELA-LITERACY.L.2.1 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/1/\)](http://www.corestandards.org/ELA-LITERACY/L/2/1/)

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

[CCSS.ELA-LITERACY.L.2.1.A \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/1/A/\)](http://www.corestandards.org/ELA-LITERACY/L/2/1/A/)

Use collective nouns (e.g., *group*).

[CCSS.ELA-LITERACY.L.2.1.B \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/1/B/\)](http://www.corestandards.org/ELA-LITERACY/L/2/1/B/)

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

[CCSS.ELA-LITERACY.L.2.1.C \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/1/C/\)](http://www.corestandards.org/ELA-LITERACY/L/2/1/C/)

Use reflexive pronouns (e.g., *myself, ourselves*).

[CCSS.ELA-LITERACY.L.2.1.D \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/1/D/\)](http://www.corestandards.org/ELA-LITERACY/L/2/1/D/)

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

[CCSS.ELA-LITERACY.L.2.1.E \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/1/E/\)](http://www.corestandards.org/ELA-LITERACY/L/2/1/E/)

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

[CCSS.ELA-LITERACY.L.2.1.F \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/1/F/\)](http://www.corestandards.org/ELA-LITERACY/L/2/1/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*).

[CCSS.ELA-LITERACY.L.2.2 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/2/\)](http://www.corestandards.org/ELA-Literacy/L/2/2/)

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

[CCSS.ELA-LITERACY.L.2.2.A \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/2/A/\)](http://www.corestandards.org/ELA-Literacy/L/2/2/A/)

Capitalize holidays, product names, and geographic names.

[CCSS.ELA-LITERACY.L.2.2.B \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/2/B/\)](http://www.corestandards.org/ELA-Literacy/L/2/2/B/)

Use commas in greetings and closings of letters.

[CCSS.ELA-LITERACY.L.2.2.C \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/2/C/\)](http://www.corestandards.org/ELA-Literacy/L/2/2/C/)

Use an apostrophe to form contractions and frequently occurring possessives.

[CCSS.ELA-LITERACY.L.2.2.D \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/2/D/\)](http://www.corestandards.org/ELA-Literacy/L/2/2/D/)

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

[CCSS.ELA-LITERACY.L.2.2.E \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/2/E/\)](http://www.corestandards.org/ELA-Literacy/L/2/2/E/)

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

Knowledge of Language:

[CCSS.ELA-LITERACY.L.2.3 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/3/\)](http://www.corestandards.org/ELA-Literacy/L/2/3/)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[CCSS.ELA-LITERACY.L.2.3.A \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/3/A/\)](http://www.corestandards.org/ELA-Literacy/L/2/3/A/)

Compare formal and informal uses of English

Vocabulary Acquisition and Use:

[CCSS.ELA-LITERACY.L.2.4 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/4/\)](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.L.2.4.A \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/4/A/\)](http://www.corestandards.org/ELA-Literacy/L/2/4/A/)

Use sentence-level context as a clue to the meaning of a word or phrase.

[CCSS.ELA-LITERACY.L.2.4.B \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/4/B/\)](http://www.corestandards.org/ELA-Literacy/L/2/4/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*).

[CCSS.ELA-LITERACY.L.2.4.C \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/4/C/\)](http://www.corestandards.org/ELA-Literacy/L/2/4/C/)

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.,

addition, additional).

[CCSS.ELA-LITERACY.L.2.4.D \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/4/D/\)](http://www.corestandards.org/ELA-Literacy/L/2/4/D/)

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

[CCSS.ELA-LITERACY.L.2.4.E \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/4/E/\)](http://www.corestandards.org/ELA-Literacy/L/2/4/E/)

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

[CCSS.ELA-LITERACY.L.2.5 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/5/\)](http://www.corestandards.org/ELA-Literacy/L/2/5/)

Demonstrate understanding of word relationships and nuances in word meanings.

[CCSS.ELA-LITERACY.L.2.5.A \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/5/A/\)](http://www.corestandards.org/ELA-Literacy/L/2/5/A/)

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

[CCSS.ELA-LITERACY.L.2.5.B \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/5/B/\)](http://www.corestandards.org/ELA-Literacy/L/2/5/B/)

Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

[CCSS.ELA-LITERACY.L.2.6 \(HTTP://WWW.CORESTANDARDS.ORG/ELA-LITERACY/L/2/6/\)](http://www.corestandards.org/ELA-Literacy/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 (e.g., *When other kids are happy that makes me happy*).