



Milpitas Unified School District

Second Grade California Common Core Standards English Language Arts

College and Career Readiness Anchor Standards for Reading K-5

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how points of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in those fields that will also give them the background to be better readers in all content areas. Students can gain this foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to future success.



READING STANDARDS for LITERATURE ESTÁNDARES DE LECTURA PARA LA LITERATURA		
KEY IDEAS and DETAILS	Ideas clave y detalles	What Student Should Be Able to Demonstrate
2.RL.1.a - Answer questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text.	2.RL.1.a - Hacen y contestan preguntas tales como: quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.	• I can answer questions about a story using the 5 W's. (Who, What, Where, When, Why) and How.
2.RL.1.b - Ask questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text.		• I can answer questions about a story using the 5 W's. (Who, What, Where, When, Why) and How.
2.RL.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.RL.2 - Recuentan cuentos, incluyendo fábulas y cuentos populares de diversas culturas, e identifican el mensaje principal, lección o moraleja.	• I can retell a fable and tell the lesson or moral that I learned.
2.RL.3 - Describe how characters in a story respond to major events and challenges.	2.RL.3 - Describen cómo los personajes de un cuento reaccionan a los acontecimientos y retos más importantes.	• I can tell what the characters did to try to solve the problem.
CRAFT & STRUCTURE	Composición y estructura	What Student Should Be Able to Demonstrate
2.RL.4 - Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.RL.4 - Describen cómo las palabras y frases (por ejemplo: ritmo, aliteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción.	• I can describe the rhyming pattern. • I can tell the meaning of the poem, story, 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.5 - Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce el tema y el final concluye la acción.	• I can tell the beginning, middle, and end of a story.
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	2.RL.6 - Reconocen las diferencias en los puntos de vista de los personajes, incluyendo el hablar en una voz diferente para cada personaje al leer el diálogo en voz alta.	• I can express what the characters think and feel in what they say and how they say it.
INTEGRATION OF KNOWLEDGE & IDEAS	Integración de conocimientos e ideas	What Student Should Be Able to Demonstrate
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.7 - Usan la información obtenida de las ilustraciones y de las palabras en un material impreso o texto digital, para demostrar la comprensión de los personajes, escenario o trama.	• I can use pictures or words to show that I understand the characters, setting, or plot.
2.RL.8 - NOT APPLICABLE TO LITERATURE.		



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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.	2.RL.9 – Comparan y contrastan dos o más versiones del mismo cuento (por ejemplo: cuentos de Cenicienta) por diferentes autores o de diferentes culturas.	• I can read two or more stories and tell how they are alike and how they are different.
RANGE of READING and LEVEL of TEXT COMPLEXITY	Nivel de lectura y de complejidad del texto	What Student Should Be Able to Demonstrate
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.	2.RL.10 – Al final del año escolar, leen y comprenden la literatura de forma competente, incluyendo cuentos y poesía, en el nivel superior de los niveles de complejidad del texto para los grados 2–3, con enseñanza guiada según sea necesario.	• I can read and understand 2nd grade leveled stories and poems independently.

READING STANDARDS for INFORMATIONAL TEXT ESTÁNDARES PARA LA LECTURA DE TEXTO INFORMATIVO

Ideas and details	Ideas clave y detalles	What Students Should Be Able to Demonstrate
2.RI.1.a – Answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.1.a – . Hacen preguntas tales como: quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave en un texto.	• I can answer questions using nonfiction text and give important details using the five W's. (Who, What, Where, When, Why) and How.
2.RI.1.b – Ask questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.1.b – . Contestan preguntas tales como: quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave en un texto.	• I can ask questions using nonfiction text and give important details using the five W's. (Who, What, Where, When, Why) and How.
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.2 –Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.	• I can identify the main idea and details of the selection.
2.RI.3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2.RI.3 – Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto.	• I can put events and ideas in order to describe why they are important to each other.
Craft and Structure	Composición y estructura	What Students Should Be Able to Demonstrate
2.RI.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.RI.4 – Determinan en un texto el significado de palabras y frases pertinentes a un tema o material de segundo grado.	• I can use context clues to tell the meanings of words.



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2.RI.5 – Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2.RI.5 – Conocen y usan varias características de un texto (por ejemplo: leyendas, pie de foto, letras destacadas, subtítulos, glosarios, índices, menús electrónicos, iconos) para localizar de manera eficiente datos clave o información en un texto.	• I can find information using captions, indexes, subheadings, and glossaries (and table of contents).
2.RI.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.RI.6 – Identifican el propósito principal de un texto, incluyendo lo que el autor quiere contestar, explicar o describir.	• I can tell the most important idea the autho wants me to learn.
Integration of Knowledge and Ideas	Integración de conocimientos e ideas	What Students Should Be Able to Demonstrate
2.RI.7 – Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.	2.RI.7 – Explican cómo las imágenes específicas (por ejemplo: un diagrama que muestra cómo funciona una máquina) contribuyen a aclarar un texto.	• I can look at a chart or picture and use it to help me learn.
2.RI.8 – Describe how reasons support specific points the author makes in a text.	2.RI.8 – Describen cómo las razones apoyan los puntos específicos que el autor hace en un texto.	• I can tell how details tell about the main idea.
2.RI.9 – Compare and contrast the most important points presented by 2 texts on the same topic	2.RI.9 – Comparan y contrastan los puntos más importantes que se presentan en dos textos sobre el mismo tema.	• I can read two or more different selections about the same topic to tell what is similar and what is different.
Range of Reading and Level of Text Complexity	Nivel de lectura y de complejidad del texto	What Students Should Be Able to Demonstrate
2.RI.10 – By the end of the 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.	2.RI.10 – Al final del año escolar, leen y comprenden textos informativos en forma competente, incluyendo textos de historia/estudios sociales, ciencias y textos técnicos, en el nivel superior de los niveles de complejidad del texto para los grados 2–3, con enseñanza guiada según sea necesario.	• I can read and understand information at my grade level.

READING STANDARDS: FOUNDATIONAL SKILLS ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Phonics and Word Recognition	Fonética y reconocimiento de palabras	What Students Should Be Able to Demonstrate
2.RF.1. N/A FOR GRADE 2		
2.RF.2. N/A FOR GRADE 2		



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2.RF.3. – Know and apply grade level phonics and word analysis skills in decoding words. a. Distinguish short vowel sounds when reading regularly spelled one syllable words. b. Distinguish long and short vowels when reading regularly spelled one-syllable words. c. Know spelling-sound correspondences for additional common diphthongs. d. Decode regularly spelled two-syllable words with long vowels. e. Decode words with common prefixes and suffixes. f. Identify words with inconsistent but common spelling sound correspondences. g. Recognize and read grade appropriate irregularly spelled words.	2.RF.3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien). b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal. c. Decodifican palabras multisilábicas. d. Decodifican palabras con prefijos y sufijos de uso frecuente. e. Identifican palabras que contienen el mismo fonema pero distinto grafema (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr). f. Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja con h, que es siempre muda, excepto en el dígrafo ch, o con las sílabas que, qui; gue, gui.	a. I can tell which short vowel sound is used in a one syllable word. b. I can tell if the vowel is long or short when reading a one syllable word. c. I can hear and spell long vowel syllables. d. I can hear, read, spell two-syllable words with long vowel sounds. e. I can read words with prefixes and suffixes. f. I can read 2ND grade sight words.
Phonics and Word Recognition	Fonética y reconocimiento de palabras	What Students Should Be Able to Demonstrate
2.RF.4 – Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.RF.4 Leen con suficiente precisión y fluidez para apoyar la comprensión. a. Leen textos a nivel adecuado con propósito y comprensión. b. Leen oralmente textos a nivel de grado con precisión, ritmo adecuado y expresión en lecturas sucesivas. c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.	• I can fluently read and reread (when needed) in order to understand 2nd grade leveled text.

WRITING STANDARDS ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Text Types and Purposes	Tipos de textos y sus propósitos Fonética y reconocimiento de palabras	What Students Should Be Able to Demonstrate
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.1 – Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: porque, y, también) para conectar la opinión y las razones y proporcionan una declaración o sección final.	• I can write a paragraph using detailed sentences telling what I think about a topic or a book.



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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.2 – Escriben textos informativos y explicativos en los cuales presentan un tema, usan datos y definiciones para desarrollar los puntos y proporcionan una declaración o sección final.	• I can write a paragraph about a topic using details that include facts, vocabulary, and definitions and provide a concluding statement.
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.	2.W.3 – Escriben narraciones en las cuales cuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos y ofrecen un sentido de conclusión.	• I can write about an event with actions, thoughts, and feelings. • I can use sequence words in my writing. (Ex. first, then, next, last, first, second, third, last, finally)
2.W.4 (Begins in grade 3)	2.W.4 (Se inicia en el 3er grado).	N/A
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.5 – Con la orientación y el apoyo de adultos y compañeros, se enfocan en un tema y mejoran el escrito según sea necesario al revisar y al corregir.	• With help, I can rewrite and fix my writing to make it better.
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.	2.W.6 – Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.	• With help, I can use digital tools for writing and publishing.
Research to Build and Present Knowledge	Investigación para la formación y presentación de conocimientos	What Students Should Be Able to Demonstrate
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.7 – Participan en proyectos compartidos de investigación y escritura (por ejemplo: leen una serie de libros sobre un mismo tema para escribir un informe; anotan observaciones de ciencias).	• With help, I can use digital tools for writing and publishing.
2.W.8 – Recall information from experiences or gather information from provided sources to answer a question.	2.W.8 – Recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.	• I can write an answer to a question about something that happened to me. • I can gather information from different sources to write an answer to a question.
2.W.9. (Begins in grade 4)	2.W.9. (Se inicia en el 4to grado).	N/A
Range of Writing	Nivel de escritura y redacción	What Students Should Be Able to Demonstrate
2.W.10. (Begins in grade 3)	2.W.10. (Se inicia en el 3er grado).	N/A



SPEAKING and LISTENING
ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Comprehension and Collaboration	Comprensión y colaboración	What Students Should Be Able to Demonstrate
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 (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.1 Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al segundo grado.. a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Toman en cuenta lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás. c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.	a. I can engage in conversations with my classmates and adults in a large group and a small group by speaking and listening in a respectful way. b. I can contribute to whole class or small group conversations by adding to what others say. c. I can ask questions when I don't understand or when I need help.
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.2 Recuentan o describen las ideas clave y los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otros medios de comunicación.	• I can listen to a story and tell about what I learned.
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.	2.SL.3 Hacen y contestan preguntas sobre lo que dice quien habla a fin de aclarar la comprensión, obtener información adicional o profundizar en la comprensión del tema o asunto	• I can ask and answer questions questions to better understand what the speaker is saying.
Presentation of Knowledge and Ideas	Presentación de conocimientos y de ideas	What Students Should Be Able to Demonstrate
2.SL.4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2.SL.4. Cuentan un cuento o relatan una experiencia con hechos apropiados y detalles descriptivos relevantes, hablando en forma audible y en oraciones coherentes.	• I can tell a story with important ideas, descriptive details that make sense, while projecting my voice so that others can hear me.
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.5 Hacen grabaciones de audio de cuentos o poemas; añaden dibujos u otros efectos visuales a los cuentos o relatan experiencias cuando es adecuado, para aclarar ideas, pensamientos y sentimientos.	• I can record myself telling a story or a poem and include drawings or visuals to the stories when needed to help make the idea more clear or to show how I felt or what I learned.
2.SL.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2.SL.6. Escriben oraciones completas cuando es adecuado a la tarea y situación, a fin de proporcionar detalles solicitados o aclaraciones. (Ver los estándares 1-3 de lenguaje para expectativas adicionales).	• I can answer questions in complete sentences using correct grammar.



LANGUAGE STANDARDS ESTÁNDARES DE LENGUAJE		
Conventions of Standard English	Normas y convenciones del español	What Students Should Be Able to Demonstrate
2.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told). e. Use adjectives and adverbs and choose between them depending on what is to be modified. f.1 Produce complete simple and compound sentences (e.g., The boy watched the movie.). f.2 Expand complete simple and compound sentences. (e.g., The boy watched the movie. The little boy watched the movie.) f.3 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.1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar. a. Usan sustantivos colectivos (ejemplo: la gente, el grupo). b. Usan sustantivos comunes que forman el plural en forma irregular cambiando z por c o el acento escrito u ortográfico (ejemplo: luz-luces; lápiz-lápices; pez-peces; corazón-corazones; joven-jóvenes). c. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy). d. Forman y usan el tiempo pasado de los verbos irregulares que se utilizan con frecuencia (ejemplo: decir-dijo, hacer-hizo, poner-puso, saber-supimos). e. Usan adjetivos y adverbios y eligen entre ellos dependiendo de lo que se va a modificar. (ejemplo: rápido, rápidamente, lento, lentamente). f. Producen, elaboran y reorganizan oraciones completas, simples y compuestas (ejemplo: El niño vio la película. El niño pequeño vio la película. La película que vio el niño pequeño fue interesante.)	a. I can use nouns that name a group. (Ex. Herd of a cattle, flock of geese, school of fish, pride of lions). b. I can use plural nouns that break the rules (Ex. Children, feet, mice, people) c. I can use pronouns that tell about me. (Ex. myself, ourselves). d. I can make and use action verbs about the past that don't follow the rules. (Ex. sat, told, hid). e. I can choose words (adjectives) that describe nouns e. I can choose words (adverbs) that describe verbs. f.1. I can write simple and compound sentences. f.2. I can add details to make longer and more interesting sentences. f.3. I can join two simple sentences to make a longer sentence.
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 closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g. cage > badge; boy > boil). e. Consult reference materials including beginning dictionaries as needed to check and correct spellings.	2.L.2. Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. a. Emplean la mayúscula al escribir nombres propios, días festivos, marcas de productos, nombres geográficos y sólo en la primera letra de títulos de libros, películas, obras teatrales, etc. b. Usan dos puntos y aparte en el saludo de una carta; y una coma en la despedida de una carta escrita en español. Reconocen que se usa una coma en el saludo y la despedida de una carta en inglés. c. Usan las contracciones del y al correctamente y reconocen la preposición "de" para señalar posesión. d. Generalizan los patrones ortográficos al escribir y forman y usan sustantivos que en plural sufren cambios ortográficos (feliz g felices; carácter g caracteres). e. Consultan materiales de referencia, incluyendo diccionarios básicos, según sea necesario para revisar y corregir la ortografía o consultar traducciones.	a. I can use capital letters for holidays and special names. b. I can use commas in greetings and closing of letters. c. I can use apostrophes correctly. d. I can use spelling patterns in my writing. e. I can use the dictionary and other reference tools to look up spelling that I do not know.



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Second Grade California Common Core Standards English Language Arts

2.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	2.L.3. Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. a. Comparan el uso formal e informal del español.	a. I can figure out which words and phrases to use in different situations.
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 a. Use sentence-level context as a clue to the meaning of a word or phrase. 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). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2.L.4. Determinan y aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples en base a la lectura y el contenido académico de segundo grado, eligiendo con flexibilidad entre una serie de estrategias. a. Usan el contexto de la oración para entender el significado de una palabra o frase. b. Determinan el significado de una nueva palabra formada cuando un prefijo conocido se le añade a una palabra conocida (ejemplo: feliz-infeliz, contar-recontar). c. Usan una palabra de raíz conocida como clave para entender el significado de una palabra desconocida con la misma raíz (ejemplo: adición, adicional). d. Usan el conocimiento del significado de palabras simples para predecir el significado de palabras compuestas (ejemplo: pasar, pasatiempo; sacar, sacapuntas, bien, bienvenidos). e. Usan glosarios y diccionarios básicos, tanto impresos como digitales, para determinar o aclarar el significado de palabras y frases.	a. I can use clues in a sentence to find the meaning of a word or phrase. b. I can use prefixes and suffixes to find the meaning of words. c. I can use a root word (Base Word) to find the meaning of another word. d. I can break apart a compound word to tell the meaning. e. I can use a glossary and a dictionary to learn the meaning of new words and phrases.
2.L.5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (thin, slender, skinny, scrawny).	2.L.5. Demuestran comprensión de relación entre las palabras y sus matices de significado. a. Identifican las conexiones en la vida real entre las palabras y su uso (ejemplo: describen alimentos que son picantes o jugosos). b. Distinguen los matices de significado entre verbos estrechamente relacionados (ejemplo: tirar, aventar, lanzar) y adjetivos estrechamente relacionados (ejemplo: delgado, esbelto, flaco).	a. I can use descriptive words in speaking and writing to make my work more interesting. b. I can identify differences between synonyms.
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. (When other kids are happy that makes me happy.)	2.L.6 Usan las palabras y las frases que han aprendido a través de conversaciones, al leer y al escuchar cuando se les lee, o al responder a los textos, incluyendo el uso de adjetivos y adverbios para describir (ejemplo: Cuando otros niños están contentos yo también me siento contento).	• I can share my feelings or opinions with my peers using descriptive words.