

CCSS LITERACY K-2

These are the grammar and style rules that Kindergarten , First, and Second
Grade students are expected to know

*Language
(Grammar)*

Table of Contents

This is a reference for instructional skills in grammar for teachers in Grades K-2. The PA Common Core Standards, beginning with 'CC.' are included in bold on the Table of Contents to illustrate the best match for these standards. All other standards are included from the Common Core State Standards, which offers more specific detail to illustrate what the standard means.

Kindergarten

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CC.1.5.K.G, CC.1.4.K.F, CC.1.4.K.L, CC.1.4.K.R)** **6**
- a. Print many upper- and lowercase letters
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*)
 - f. Produce and expand complete sentences in shared language activities.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CC.1.4.K.F, CC.1.4.K.L, CC1.4.K.R)** **9**
- a. Capitalize the first word in a sentence and the pronoun I. (**CC.1.4.K.F, CC.1.4.K.L, CC1.4.K.R**)
 - b. Recognize and name end punctuation. (**CC.1.4.K.F, CC.1.4.K.L, CC1.4.K.R**)
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (**CC.1.4.K.F, CC.1.4.K.L, CC1.4.K.R**)
- 3. Knowledge of Language (Begins in Grade 2)** **9**

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. (CC.1.2.K.K, CC.1.3.K.I)** **10**
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- 5. With guidance and support from adults, explore word relationships and nuances in word meanings.** **16**
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
- 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CC.1.2.K.J, CC1.3.K.J)** **16**

First Grade

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CC.A.1.F, CC.1.4.1.G, CC.1.4.1.L, CC.L.4.1.R)** **17**
- a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
 - d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*).
 - 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*).
 - f. Use frequently occurring adjectives.

- g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- h. Use determiners (e.g., articles, demonstratives).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CC.1.4.1.F, CC.1.4.1.L, CC.1.4.1.R) 24

- a. Capitalize dates and names of people. (CC.1.4.1.F, CC.1.4.1.L, CC.1.4.1.R)
- b. Use end punctuation for sentences. (CC.1.4.1.F, CC.1.4.1.L, CC.1.4.1.R)
- c. Use commas in dates and to separate single words in a series. (CC.1.4.1.F, CC.1.4.1.L, CC.1.4.1.R)
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CC.1.4.1.F, CC.1.4.1.L, CC.1.4.1.R)
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

3. Knowledge of Language (Begins in Grade 2) 25

Vocabulary Acquisition

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. (CC.1.2.1.K, CC.1.3.1.I) 26

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 30

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 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).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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.

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., *because*). (CC.1.2.1.J, CC.1.3.1.J)

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Second Grade

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CC.1.4.2.F, CC.1.5.2.G, CC1.4.2.L, CC1.4.2.F)

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- 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.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CC.1.4.2.F, CC1.4.2.L, CC1.4.2.R)

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- a. Capitalize holidays, product names, and geographic names. (CC.1.4.2.F, CC1.4.2.L, CC1.4.2.R)
- b. Use commas in greetings and closings of letters. (CC.1.4.2.F, CC1.4.2.L, CC1.4.2.R)
- c. Use an apostrophe to form contractions and frequently occurring possessives. (CC.1.4.2.F, CC1.4.2.L, CC1.4.2.R)
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). (CC.1.4.2.F, CC1.4.2.L, CC1.4.2.R)
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. (CC.1.4.2.F, CC1.4.2.L, CC1.4.2.R)

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 41

- a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

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. (CC.1.2.2.K, CC.1.3.2.K) 42

- 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.

5. Demonstrate understanding of word relationships and nuances in word meanings. 42

- 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 (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

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*). (CC.1.2.2.J, CC.1.3.2.J) 42

Kindergarten

Conventions of Standard English

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

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

Recognize a *complete sentence* when you see one.

A complete sentence has three characteristics:

- First, it begins with a capital letter.
- In addition, it includes an end mark—either a period [.], question mark [?], or exclamation point [!].
- Most importantly, the complete sentence must contain *at least* one main clause. A **main clause** contains an independent **subject** and **verb** and expresses a complete thought.

Check out these examples:

The *banana* rotting at the bottom of Jimmy's book bag *has soaked* his biology notes with ooze.

Did you notice the cricket swimming in your cup of tea?

I cannot believe that you tried one of those disgusting chocolate-broccoli muffins!

If a main clause exists in the sentence, you can attach whatever other sentence elements you need. Look at the additions to the main clause below. All of the additions keep the original main clause complete.

A bumblebee flew into Peter's open mouth.

Buzzing around the picnic table, *a bumblebee flew into Peter's open mouth.*

A bumblebee flew into Peter's open mouth, stinging the poor boy's tongue, which swelled up as big and as blue as an eggplant.

Because it smelled the peach-flavored bubble gum, *a bumblebee flew into Peter's open mouth.*

A bumblebee flew into Peter's open mouth and tickled the poor boy's tonsils.

Taking a wrong turn, *a bumblebee flew into Peter's open mouth*, but it buzzed back out before Peter swallowed.

Avoid an accidental fragment.

Sometimes you might begin a group of words with a capital letter, then conclude with an end mark, but forget to insert a main clause anywhere in the mix. When this happens, you have written a **fragment**, a major error in writing. Read the examples that follow:

Because hungry sharks flashed on the surface of the waves.

No main clause = a fragment.

Spilling the hot spaghetti sauce all over his new suede shoes.

No main clause = a fragment.

To buy nice jewelry for his greedy girlfriend Gloria.

No main clause = a fragment.

For example, a mailbox stuffed with bills, two dozen messages on the answering machine, an uppity cat, and a dead lawn.

No main clause = a fragment.

And peeked into the room, risking the wrath of Mrs. Mauzy, who has no patience for students walking into class late.

No main clause = a fragment.

Read the revisions below. You will see that adding a main clause completes the thought:

Because hungry sharks flashed on the surface of the waves, Mike and Sarah decided to return their surfboards to the car.

Leonardo grabbed the pot handle with his bare hands, *spilling the hot spaghetti sauce all over his new suede shoes.*

Danny sold half of his comic book collection *to buy nice jewelry for his greedy girlfriend Gloria.*

For example, April found a mailbox stuffed with bills, two dozen messages on the answering machine, an uppity cat, and a dead lawn.

Sherry turned the doorknob *and peeked into the room, risking the wrath of Mrs. Mauzy, who has no patience for students walking into class late.*

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

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

Link to Kindergarten Word Study at <http://www.eriesd.org/site/default.aspx?PageID=8315>

3. Knowledge of Language (Begins in Grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

Inflections

Inflection is the name for the extra letter or letters added to nouns, verbs and adjectives in their different grammatical forms. Nouns are inflected in the plural, verbs are inflected in the various tenses, and adjectives are inflected in the comparative/superlative. Here are some of the most important inflection rules:

Original word type	Inflection Rule	Examples
Words ending with a sibilant: -s/-ss/-sh/-ch/x .	Add -es in the plural noun or 3 rd person singular verb.	bus → buses (n) / busses (v) miss → misses wish → wishes watch → watches fox → foxes potato → potatoes do → does
Words ending with the letter -o .		
Words ending consonant -y .	Change the -y to ie before the ending -s .	party → parties study → studies cry → cries
Words ending consonant -y .	Change the -y to i before the endings -ed/-er/-est/-ly .	try → tried happy → happier easy → easiest
Words ending consonant -y .	Do NOT change the -y before the ending -ing .	carry → carrying try → trying

Words ending vowel - y .	Do NOT change the - y .	buy → buys play → played
Words ending with the letters - ie .	Change the - ie to a - y before the ending - ing .	die → dying lie → lying
Verbs ending consonant - e .	Omit the - e before the ending - ing .	ride → riding love → loving write → writing provide → providing
One-syllable words ending <i>consonant-vowel-consonant</i> .	Double the last consonant before the endings - ing / -ed / -er / -est .	hit → hitting stop → stopped wet → wetter fat → fattest begin → beginning prefer → preferred
Two or more syllable words ending <i>consonant-vowel-consonant</i> that are stressed on the first syllable.	Do NOT double the last consonant before the endings - ing / -ed / -er / -est .	happen → happening visit → visited

What Are Affixes? (with Examples)

An affix is added to the root of a word to change its meaning.

An affix added to the front of a word is known as a prefix. One added to added to the back is known as a suffix. Sometimes, prefixes are hyphenated.

Read more about hyphens in prefixes.

Examples of Affixes

Here are some examples of affixes:

- incapable

(The affix is the prefix *in*.)

- ex-President

(The affix is the prefix *ex*.)

- laughing

(The affix is the suffix *ing*.)

Most Common Prefixes. The four most common prefixes are: *dis-*, *in-*, *re-*, and *un-*. These account for over 95% of prefixed words.

Most Common Suffixes. The four most common suffixes are: *-ed*, *-ing*, *-ly*, and *-es*. These account for over 95% of suffixed words.

A List of Common Prefixes

Here is a list of common prefixes with some examples:

Prefix	Meaning	Example
a-, an-	without	amoral, atypical
ante-	before	antecedent, antenatal
anti-	against	anti-establishment
auto-	self	autopilot

circum-	around	circumvent
co-	with	co-conspirator, co-pilot
com-, con-	with	companion, contact
contra-	against	contradiction
de-	off	delist, devalue
dis-	not	disappear
en-	put into	enclose, envelop
ex-	out of, former	extract, ex-governor
extra-	beyond, more than	extracurricular
hetero-	different	heterosexual
homo-	same	homonym, homophone
hyper-	over, more	hyperactive
il-, im-, in-, ir-	not, without	illegal, impractical, inconsiderate, irresponsible
in-	into	insert
inter-	between	internet, intersection,
intra-	between	intranet, intravenous
macro-	large	macronutrients
micro-	small	microscope

mono-	one	monocle
non-	not, without	nonentity, nonstarter,
omni-	all, every	omnipresent, omniscient
post-	after	post-mortem
pre-, pro-	before, forward	precede, project
sub-	under	submarine, substandard
syn-	same time	synchronize
super-	above	supervisor, superhuman
trans-	across	transmit
tri-	three	tripod, triceratops
un-	not	undone, unfinished,
uni-	one	unicorn, unilaterally

A List of Common Suffixes

Here is a list of common suffixes with some examples:

Suffix	Meaning	Example
-able, -ible	can be done	comfortable, passable
-al, -ial	having the characteristics of	personal
-ed	past-tense verbs (weak verbs)	danced, jumped
-en	made of	golden, wooden

-er	comparative	tidier, nicer
-er, -or	one who	actor, narrator, worker
-est	superlative	nicest, greatest
-ful	full or full of	cupful, careful
-ic	having characteristics of	linguistic, sarcastic
-ing	verb form (present participle and gerund)	dancing, singing
-ion, -tion, -ation, ition	act or process	attraction, attrition
-ity, -ty	state of	humility, infinity
-ive, -ative, itive	adjective form of a noun	expensive, plaintive
-less	without	topless, fearless
-ly	adverb ending	nicely, quickly
-ment	action or process	enjoyment, entrenchment
-ness	state of, condition of	eagerness, kindness
-ous, -eous, -ious	possessing the qualities of	erroneous, joyous
-s, -es	plural	tables, foxes
-y	characterized by	fatty, happy, jumpy

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

PA Common Core Standards for Speaking and Listening state, “Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.” Student Achievement Partners also emphasize the importance placed in the Common Core State Standards on student-centered instruction that focuses on student discussion:

“Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.”

First Grade

Conventions of Standard English

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

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.

Proper nouns are words that name a specific person, place, thing or idea. Proper nouns are capitalized so the reader can tell them apart from common nouns.

Common nouns do not name a specific person, place, thing, or idea. Common nouns are not capitalized unless they are at the beginning of a sentence or part of a title.



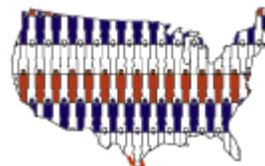
**Proper - George
Washington**

Common - man



**Proper - White
House**

Common - building



**Proper - United States
Constitution**

Common - document

- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

Personal Pronouns

A personal pronoun can refer to the person or people **speaking** ("first person"), **spoken to** ("second person"), or **spoken about** ("third person").

Personal pronouns have distinct forms for each of these three "persons," as well as for singular and plural:

		Singular	Plural
first person (the person speaking)	subject:	I	we
	object:	me	us
second person (the person spoken to)	subject:	you	you
	object:	you	you
third person (the person spoken about)	subject:	he, she, it	they
	object:	him, her, it	them

Example: **I** wanted to give it to **him**, but **you** wouldn't let **me**.

I = first person singular

him = third person singular

you = second person singular or plural

me = first person singular

Possessive Pronouns

Like nouns, personal pronouns can be possessive. Possessive determiners are possessive forms of personal pronouns which **must have a following noun**. Possessive pronouns function **independently**.

		Singular	Plural
first person	determiner:	my (book)	our (book)
	pronoun:	mine	ours
second person	determiner:	your (book)	your (book)
	pronoun:	yours	yours
third person	determiner:	is, her, its (book)	their (book)
	pronoun:	his, hers, its	theirs

Example: You can borrow **my book** as long as you remember that it's not **yours**.

The possessive "my" is a determiner which depends on the noun "book."
 The possessive "yours" is a pronoun which stands in the place of "your book."

When you drive to Manitoba, will you take **your car** or **theirs**?

The possessive determiner "your" depends on the noun "car."
 The possessive pronoun "theirs" stands in the place of the noun phrase, "their car."

Indefinite Pronouns

Indefinite pronouns have no specific antecedents. Although an indefinite pronoun may refer to someone or something identifiable, it refers to them in general with the notion of *all*, *some*, *any*, or *none*.

Some common indefinite pronouns are:

Singular:

another	both	everything	nothing
any	each	neither	one
anybody	either	nobody	somebody
anyone	everybody	none	someone
anything	everyone	no one	something

Plural:

all	few	more	much	several
both	many	most	plenty	some

Examples:

singular - **Somebody** was stealing my car.
 plural - **Many** were saying that they liked the book.

Indefinite pronouns can only be classified as pronouns if they are used **alone**. If they are used **with a noun**, then they become indefinite adjectives.

Examples:

pronoun: Both agreed that surgery was the only solution.
 adjective: Both doctors agreed that surgery was the only solution.

"Both" becomes an indefinite adjective in the second sentence because it modifies the noun "doctors."

pronoun: Several have marvelled at the Eiffel Tower.

adjective: Several tourists have marvelled at the Eiffel Tower.

"Several" becomes an indefinite adjective in the second sentence because it modifies the noun "tourists."

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*).

Strictly speaking, in English, only two tenses are marked in the verb alone, present (as in "he sings") and past (as in "he sang"). Other English language tenses, as many as thirty of them, are marked by other words called auxiliaries. Understanding the six basic tenses allows one to re-create much of the reality of time in their writing.

Simple Present: They walk

Present Perfect: They have walked

Simple Past: They walked

Past Perfect: They had walked

Future: They will walk

Future Perfect: They will have walked

f. Use frequently occurring adjectives.

Examples of frequently occurring adjectives:

bad, beautiful, big, clean, cold, (basic colors: black, blue, green, orange, red, yellow), dirty, fake, fast, fat, funny, good, great, happy, heavy, high, hot, hungry, lazy, long, loud, low, mad, many, more, new, nice, old, open, pretty, quiet, real, sad, scary, short, sick, silly, slow, small, strong, tall, thirsty, tired, tricky, warm, wet, wild, yummy, etc.

g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

Conjunctions are words used as joiners.

Different kinds of conjunctions join different kinds of grammatical structures.

The following are the **kinds of conjunctions**:

COORDINATING CONJUNCTIONS (FANBOYS)

for, and, nor, but, or, yet, so

Coordinating conjunctions join equals to one another:

words to words, phrases to phrases, clauses to clauses.

Examples:

word to word Most children like *cookies* **and** *milk*.

phrase to phrase The gold is hidden *at the beach* **or** *by the lakeside*.

clause to clause *What you say* **and** *what you do* are two different things.

h. Use determiners (e.g., articles, demonstratives).

There are many different determiners in the English language.

- Articles are among the most common of the determiners. A, an, and the all express the definiteness and specificity of a noun. For example, “the” is a definite article, meaning the person using the word is referring to a specific one. On the other hand, “a” or “an” are indefinite.
- Demonstratives, such as this, that, these and those, require a frame of reference in which an individual can point out the entities referred to by a speaker or a writer.
- Quantifiers, such as all, few, and many, point out how much or how little of something is being indicated.
- When referring to an entity that belongs to another, you can use possessives. My, your, their, and its are a few examples.

i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

Prepositions are words which begin prepositional phrases.

A **prepositional phrase** is a group of words containing a *preposition*, a noun or pronoun *object of the preposition*, and any *modifiers of the object*.

A preposition sits in front of (is “pre-positioned” before) its object.

The following words are the most commonly used prepositions:

<i>about</i>	<i>below</i>	<i>excepting</i>	<i>off</i>	<i>toward</i>
<i>above</i>	<i>beneath</i>	<i>for</i>	<i>on</i>	<i>under</i>
<i>across</i>	<i>beside(s)</i>	<i>from</i>	<i>onto</i>	<i>underneath</i>
<i>after</i>	<i>between</i>	<i>in</i>	<i>out</i>	<i>until</i>
<i>against</i>	<i>beyond</i>	<i>in front of</i>	<i>outside</i>	<i>up</i>
<i>along</i>	<i>but</i>	<i>inside</i>	<i>over</i>	<i>upon</i>
<i>among</i>	<i>by</i>	<i>in spite of</i>	<i>past</i>	<i>up to</i>
<i>around</i>	<i>concerning</i>	<i>instead of</i>	<i>regarding</i>	<i>with</i>
<i>at</i>	<i>despite</i>	<i>into</i>	<i>since</i>	<i>within</i>
<i>because of</i>	<i>down</i>	<i>like</i>	<i>through</i>	<i>without</i>
<i>before</i>	<i>during</i>	<i>near</i>	<i>throughout</i>	<i>with regard to</i>
<i>behind</i>	<i>except</i>	<i>of</i>	<i>to</i>	<i>with respect to</i>

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

<p>There are 4 types of sentences.</p> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory 		
<p>Each kind of sentence ends with its own special punctuation mark.</p> <p>Let's look at each of these sentences.</p>		
Type of Sentence	Use	Punctuation Mark
Declarative	Makes a statement	Period (.)
Interrogative	Asks a question	Question Mark (?)

Imperative	Gives a command or makes a request	Period (.)
Exclamatory	Expresses strong feeling	Exclamation Mark (!)
 <p>Here are some examples.</p>		
Declarative	Sharon and Paul found a lost puppy. We get lots of snow in the winter.	
Interrogative	May I borrow your pencil? What time do you get up in the morning?	
Imperative	Pick up the book. Clean your room.	
Exclamatory	It's a beautiful day! I won a million dollars!	

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

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.

Commas with Dates

When a date is made up of two or more parts, use a comma to separate the parts **when** the parts **both** are words or **both** are numbers. A second comma follows the last item unless it is at the end of a list or sentence.

Incorrect: We will meet Friday July 15.
(Word *Friday* followed by another word, *July*--comma needed)

Correct: We will meet Friday, July 15.

Incorrect: October 31, 1517 is one of the most significant dates in history.
(The comma between the two numbers is OK, but a second comma is needed after the last item, *1517*.)

Correct: October 31, 1517, is one of the most significant dates in history.

Incorrect: October, 1517, was a major month in history.
(No commas needed because word *October* is followed by a number, *1517*.)

Correct: October 1517 was a major month in history.

If the parts of the date are connected by a preposition, no comma is needed.

Incorrect: On a Sunday, in December 1941, the U.S. found itself in World War II.
(No comma needed since the preposition *in* is there.)

Correct: On a Sunday in December 1941, the U.S. found itself in World War II.

Use a comma to separate items in a list (nouns and adjectives). If you have more than two nouns or more than one adjective, you need to separate them with commas. In a list of nouns, you will separate the final two with the word “and” or the word “or” like this:

Janet went to the store to buy pasta, broccoli, lemons, and beans.

- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Link to Grade One Word Study at <http://www.eriesd.org/Page/8326>

3. Knowledge of Language (Begins in Grade 2).

Vocabulary Acquisition

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

What Are Affixes? (with Examples)

An affix is added to the root of a word to change its meaning.

An affix added to the front of a word is known as a prefix. One added to added to the back is known as a suffix. Sometimes, prefixes are hyphenated.

[Read more about hyphens in prefixes.](#)

Examples of Affixes

Here are some examples of affixes:

- incapable

(The affix is the prefix *in*.)

- ex-President

(The affix is the prefix *ex-*.)

- laughing

(The affix is the suffix *ing*.)

Most Common Prefixes. The four most common prefixes are: *dis-*, *in-*, *re-*, and *un-*. These account for over 95% of prefixed words.

Most Common Suffixes. The four most common suffixes are: *-ed*, *-ing*, *-ly*, and *-es*. These account for over 95% of suffixed words.

A List of Common Prefixes

Here is a list of common prefixes with some examples:

Prefix	Meaning	Example
a-, an-	without	amoral, atypical
ante-	before	antecedent, antenatal
anti-	against	anti-establishment
auto-	self	autopilot
circum-	around	circumvent
co-	with	co-conspirator, co-pilot
com-, con-	with	companion, contact
contra-	against	contradiction
de-	off	delist, devalue
dis-	not	disappear
en-	put into	enclose, envelop
ex-	out of, former	extract, ex-governor
extra-	beyond, more than	extracurricular
hetero-	different	heterosexual
homo-	same	homonym, homophone
hyper-	over, more	hyperactive
il-, im-, in-, ir-	not, without	illegal, impractical, inconsiderate, irresponsible

in-	into	insert
inter-	between	internet, intersection,
intra-	between	intranet, intravenous
macro-	large	macronutrients
micro-	small	microscope
mono-	one	monocle
non-	not, without	nonentity, nonstarter,
omni-	all, every	omnipresent, omniscient
post-	after	post-mortem
pre-, pro-	before, forward	precede, project
sub-	under	submarine, substandard
syn-	same time	synchronize
super-	above	supervisor, superhuman
trans-	across	transmit
tri-	three	tripod, triceratops
un-	not	undone, unfinished,
uni-	one	unicorn, unilaterally

A List of Common Suffixes

Here is a list of common suffixes with some examples:

Suffix	Meaning	Example
-able, -ible	can be done	comfortable, passable
-al, -ial	having the characteristics of	personal
-ed	past-tense verbs (weak verbs)	danced, jumped
-en	made of	golden, wooden
-er	comparative	tidier, nicer
-er, -or	one who	actor, narrator, worker
-est	superlative	nicest, greatest
-ful	full or full of	cupful, careful
-ic	having characteristics of	linguistic, sarcastic
-ing	verb form (present participle and gerund)	dancing, singing
-ion, -tion, -ation, -ition	act or process	attraction, attrition
-ity, -ty	state of	humility, infinity
-ive, -ative, -itive	adjective form of a noun	expensive, plaintive
-less	without	topless, fearless
-ly	adverb ending	nicely, quickly

-ment	action or process	enjoyment, entrenchment
-ness	state of, condition of	eagerness, kindness
-ous, -eous, -ious	possessing the qualities of	erroneous, joyous
-s, -es	plural	tables, foxes
-y	characterized by	fatty, happy, jumpy

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 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).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- 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.

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., *because*).

PA Common Core Standards for Speaking and Listening state, “Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.” Student Achievement Partners also emphasize the importance placed in the Common Core State Standards on student-centered instruction that focuses on student discussion:

“Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear,

use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.”

25 Most Common Conjunctions

1. and
2. that
3. but
4. or
5. as
6. if
7. when
8. than
9. because
10. while
11. where
12. after
13. so
14. though
15. since
16. until
17. whether
18. before
19. although
20. nor
21. like
22. once
23. unless
24. now
25. except

Second Grade

Conventions of Standard English

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

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

A collective noun is a word for a group of specific items, animals or people. For example, a group of ships is called a fleet, a group of cows is called a herd, a group of lions is called a pride, a group of baseball players is called a team, and a group of ants is called a colony.

Some Collective Nouns:

<i>List of Collective Nouns by Collective Noun</i>	<i>List of Collective Nouns by Noun</i>
armada of ships	actors - company, troupe
army of caterpillars, frogs, soldiers	airplanes - fleet
bank of circuits	ants - colony, swarm
battery of tests	antelopes - herd
bed of clams, snakes	apes - troop, shrewdness
belt of asteroids	arrows - quiver
bevy of beauties	asteroids - belt
bouquet of flowers	bacteria - culture
brood of hens	bats - colony
caravan of camels	bears - sloth
cete of badgers	beauties - bevy
chain of islands	beavers - colony, lodge
clan of hyenas	bees - hive, swarm
class of students	bills - wad
cloud of gnats	birds - dissimulation, flock, volery
clowder of cats	boars - sounder
clutter of cats	books - library
clutch of chicks, eggs	camels - caravan
company of actors	candidates - slate
colony of ants, bats, beavers, lepers, penguins	cards -deck
congregation of plovers, worshippers	caterpillars - army
corps of giraffes	cattle - drove, herd, kine
coven of witches	cats - clowder, cluster, ponce
crowd of onlookers	chicks - clutch
culture of bacteria	circuits - bank
deck of cards	crows - murder
	dogs - pack

<p>den of snakes, thieves division of soldiers drove of cattle fleet of airplanes, ships flock of birds, sheep flight of swallows flotilla of ships forest of trees gaggle of geese galaxy of stars herd of antelope, buffalo, cattle, deer, zebra hive of bees host of sparrows knot of toads leap of leopards library of books litter of puppies, kittens lodge of beavers mob of kangaroos murder of crows nest of mice, snakes orchard of trees pack of dogs, hounds, wolves panel of experts parliament of owls pit of snakes platoon of soldiers pod of whales pride of lions, peacocks quiver of arrows range of mountains school of fish shrewdness of apes slate of candidates sloth of bears sunder of boars, pigs squad of players, soldiers stand of flamingoes, trees swarm of ants, bees, flies team of horses, oxen, players thicket of trees tribe of monkeys, natives trip of goats troop of apes, kangaroos troupe of actors, performers</p>	<p>eggs - clutch experts - panel fish - school flamingoes - stand flowers - bouquet geese - gaggle giraffes - corps gnats - cloud goats - trip hens - brood hounds - cry, pack hyenas - clan information - wealth islands - chain kangaroos - mob, troop kittens - litter lawyers - murder leopards - leap lepers - colony lions - pride monkeys - tribe, troop mountains - range owls - parliament oxen - team, yoke puppies - litter ships - armada, fleet, flotilla snakes - bed, den, nest, pit soldiers - army, brigade, company, division, platoon, squad, unit sparrows - host, flight students - class tests - battery toads - knot trees - forest, grove, orchard, stand, thicket trucks - convoy turkeys - rafter vipers - nest whales - pods witches - coven wolves - pack worshippers - congregation zebras - herd</p>
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unit of soldiers wad of bills, money wealth of information yoke of oxen	
--	--

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

What is an Irregular Plural Noun?

An irregular plural noun is an irregular noun in the plural form. An irregular noun is a noun that becomes plural by changing its spelling in other ways than adding an “s” or “es” to the end of the word. This change can happen in a variety of ways. Below you’ll find examples and guidelines to help you.

Examples of Irregular Plural Nouns

Some irregular nouns take on the plural form by first changing the last letter of the word before adding “s.” Words that end in “f” are a good example of this case. To make such a word plural, you change the “f” to “ve” and add an “s.”

Plural nouns that end in *ves*:

- More than one elf = elves
- More than one calf = calves
- More than one knife = knives
- More than one loaf = loaves
- More than one shelf = shelves
- More than one wolf = wolves
- More than one loaf = loaves

Irregular nouns made plural by changing vowels, changing the word, or adding a different ending:

- More than one man = men
- More than one person = people
- More than one mouse = mice
- More than one child = children
- More than one foot = feet
- More than one goose = geese
- More than one tooth = teeth
- More than one louse = lice

- More than one cactus = cacti
- More than one appendix = appendices
- More than one ox = oxen

Some irregular plural nouns have the same spelling as their singular form such as scissors, pants, bison, deer, and sheep. And then some animal nouns become plural by keeping the same spelling as the singular form or by adding an s or es.

- More than one cod = cod or cods
- More than one shrimp = shrimp or shrimps
- More than one fish = fish or fishes
- More than one quail = quail or quails

Like most things, learning the rules for irregular plural nouns takes practice. Once you put these guidelines to work for you, you'll find it much easier than you thought.

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

Reflexive (adj.) [grammar]: reflecting back on the subject, like a mirror

We use a reflexive pronoun when we want to refer back to the subject of the sentence or clause. Reflexive pronouns end in "-self" (singular) or "-selves" (plural).

There are eight reflexive pronouns:

	reflexive pronoun
singular	myself yourself himself, herself, itself
plural	ourselves yourselves themselves

Look at these examples:

	reflexive pronouns
<i>the <u>underlined</u> words are NOT the same person/thing</i>	<i>the <u>underlined</u> words are the SAME person/thing</i>
<u>John</u> saw <u>me</u> .	I saw <u>myself</u> in the mirror.
Why does <u>he</u> blame <u>you</u> ?	Why do <u>you</u> blame <u>yourself</u> ?
<u>David</u> sent <u>him</u> a copy.	<u>John</u> sent <u>himself</u> a copy.
<u>David</u> sent <u>her</u> a copy.	<u>Mary</u> sent <u>herself</u> a copy.
<u>My dog</u> hurt <u>the cat</u> .	<u>My dog</u> hurt <u>itself</u> .
<u>We</u> blame <u>you</u> .	<u>We</u> blame <u>ourselves</u> .
Can <u>you</u> help <u>my children</u> ?	Can <u>you</u> help <u>yourselves</u> ?
<u>They</u> cannot look after <u>the babies</u> .	<u>They</u> cannot look after <u>themselves</u> .

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

COMMON IRREGULAR VERBS

The verb forms provided in the table below are as follows:

- the **base form**, which you would find in the infinitive: to fly
- the **third-person, singular, present tense**: he flies
- the **third-person past tense**: he flew
- and the **past participle**: he has flown

Base Form	Present Third Person	Past Third Person	Past Participle
arise	arises	arose	arisen
be	is	was/were	been
bear	bears	bore	borne
begin	begins	began	begun
bite	bites	bit	bitten/bit
blow	blows	blew	blown
break	breaks	broke	broken
bring	brings	brought	brought
buy	buys	bought	bought
catch	catches	caught	caught
choose	chooses	chose	chosen
come	comes	came	come
creep	creeps	crept	crept
dive	dives	dived/dove	dived
do	does	did	done
drag	drags	dragged	dragged
draw	draws	drew	drawn
dream	dreams	dreamed/dreamt	dreamt
drink	drinks	drank	drunk
drive	drives	drove	driven
drown	drowns	drowned	drowned
eat	eats	ate	eaten
fall	falls	fell	fallen
fight	fight	fought	fought
fly	flies	flew	flown
forget	forgets	forgot	forgotten
forgive	forgives	forgave	forgiven
freeze	freezes	froze	frozen
get	gets	got	got/gotten
give	gives	gave	given
go	goes	went	gone
grow	grows	grew	grown
hang	hangs	hung	hung
hide	hides	hid	hidden
know	knows	knew	known
lay	lays	laid	laid
lead	leads	led	led
lie	lies	lay	lain
light	lights	lit	lit
lose	loses	lost	lost

prove	proves	proved	proved/proven
ride	rides	rode	ridden
ring	rings	rang	rung
rise	rises	rose	risen
run	runs	ran	run
see	sees	saw	seen
seek	seeks	sought	sought
set	sets	set	set
shake	shakes	shook	shaken
sing	sings	sang	sung
sink	sinks	sank	sunk
sit	sits	sat	sat
speak	speaks	spoke	spoken
spring	springs	sprang	sprung
steal	steals	stole	stolen
sting	stings	stung	stung
strike	strikes	struck	struck
swear	swears	swore	sworn
swim	swims	swam	swum
swing	swings	swung	swung
take	takes	took	taken
tear	tears	tore	torn
throw	throws	threw	thrown
uses	used	used	used
wake	wakes	woke/waked	woken/waked/woke
wear	wears	wore	worn
write	writes	wrote	written

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

The Basic Rules: Adjectives

Adjectives modify nouns. To modify means to change in some way. For example:

- "I ate a meal." *Meal* is a noun. We don't know what kind of meal; all we know is that someone ate a meal.
- "I ate an enormous lunch." *Lunch* is a noun, and *enormous* is an adjective that modifies it. It tells us **what kind of** meal the person ate.

Adjectives usually answer one of a few different questions: "What kind?" or "Which?" or "How many?" For example:

- "The *tall* girl is riding a *new* bike." *Tall* tells us **which** girl we're talking about. *New* tells us **what kind of** bike we're talking about.
- "The *tough* professor gave us the *final* exam." *Tough* tells us **what kind of** professor we're talking about. *Final* tells us **which** exam we're talking about.
- "*Fifteen* students passed the midterm exam; *twelve* students passed the final exam." *Fifteen* and *twelve* both tell us **how many** students; *midterm* and *final* both tell us **which** exam.

So, generally speaking, adjectives answer the following questions:

- **Which?**
- **What kind of?**
- **How many?**

The Basic Rules: Adverbs

Adverbs modify verbs, adjectives, and other adverbs. (You can recognize adverbs easily because many of them are formed by adding -ly to an adjective, though that is not always the case.) The most common question that adverbs answer is **how**.

Let's look at verbs first.

- "She sang *beautifully*." *Beautifully* is an adverb that modifies *sang*. It tells us **how** she sang.
- "The cellist played *carelessly*." *Carelessly* is an adverb that modifies *played*. It tells us **how** the cellist played.

Adverbs also modify adjectives and other adverbs.

- "That woman is *extremely* nice." *Nice* is an adjective that modifies the noun *woman*. *Extremely* is an adverb that modifies *nice*; it tells us **how** nice she is. **How** nice is she? She's extremely nice.
- "It was a *terribly* hot afternoon." *Hot* is an adjective that modifies the noun *afternoon*. *Terribly* is an adverb that modifies the adjective *hot*. **How** hot is it? Terribly hot.

So, generally speaking, adverbs answer the question **how**. (They can also answer the questions **when**, **where**, and **why**.)

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*).

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

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.

Use commas in the salutation and the closing expression of a letter.

Dear Aunt Carol,

If you're writing a business letter that is very formal, you might substitute a colon (:) for the comma in the greeting. The closing, however, will always use a comma.

Sincerely, Holly

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

USE AN **APOSTROPHE [']** TO CREATE POSSESSIVE FORMS, CONTRACTIONS, AND SOME PLURALS (SEE BELOW). The apostrophe shows where a letter or letters have been left out of a **contracted verb**:

I am = I'm	you are = you're	she is = she's	it is = it's
do not = don't	she would = she'd	he would have = he would've	
let us = let's	who is = who's	she will = she'll	they had = they'd

In **possessives**, the placement of the apostrophe depends on whether the noun that shows possession is singular or plural. Generally, if the noun is singular, the apostrophe goes before the *s*. The witch's broom. If the noun is plural, the apostrophe goes after the *s*: The witches' brooms. However, if the word is pluralized without an *s*, the apostrophe comes

before the s: He entered the men's room with an armload of children's clothing. If you create a possessive with a phrase like *of the witches*, you will use no apostrophe: the brooms of the witches.

Remember that *it's* means *it is* or *it has*. Confusing *it's* with *its*, the possessive of *it*, is perhaps the most common error in writing. Remember, too, that there is no appropriate contraction for "there are." Don't confuse "they're," which means "they are" with "there are" (which can sound like "ther're," [or some such set of rumbling *r's*] in casual speech).

- 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.

Link to Grade Two Word Study at <http://www.eriesd.org/Page/8345>

Knowledge of Language

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

- a. Compare formal and informal uses of English.

Formal language is used for important purposes, and informal language is used for everyday purposes. When you talk to your friends, you use informal language. When you go on an interview for a job or for college, you use formal language.

Informal	Formal
Chill out.	Please calm down.
Hey, man!	Hello, Mrs. Scoggins.
Cut it out!	Please stop doing that.
See ya later.	Goodbye.
Thanks, bud!	Thank you for helping me.
Throw me a towel.	Please hand me a paper towel.

Vocabulary Acquisition and Use

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.

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 (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

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*).

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Adjectives usually answer one of a few different questions: "What kind?" or "Which?" or "How many?" For example:

- "The *tall* girl is riding a *new* bike." *Tall* tells us **which** girl we're talking about. *New* tells us **what kind of** bike we're talking about.
- "The *tough* professor gave us the *final* exam." *Tough* tells us **what kind of** professor we're talking about. *Final* tells us **which** exam we're talking about.
- "*Fifteen* students passed the midterm exam; *twelve* students passed the final exam." *Fifteen* and *twelve* both tell us **how many** students; *midterm* and *final* both tell us **which** exam.

So, generally speaking, adjectives answer the following questions:

- **Which?**
- **What kind of?**
- **How many?**

The Basic Rules: Adverbs

Adverbs modify verbs, adjectives, and other adverbs. (You can recognize adverbs easily because many of them are formed by adding -ly to an adjective, though that is not always the case.) The most common question that adverbs answer is **how**.

Let's look at verbs first.

- "She sang *beautifully*." *Beautifully* is an adverb that modifies *sang*. It tells us **how** she sang.
- "The cellist played *carelessly*." *Carelessly* is an adverb that modifies *played*. It tells us **how** the cellist played.

Adverbs also modify adjectives and other adverbs.

- "That woman is *extremely* nice." *Nice* is an adjective that modifies the noun *woman*. *Extremely* is an adverb that modifies *nice*; it tells us **how** nice she is. **How** nice is she? She's extremely nice.

- "It was a *terribly* hot afternoon." *Hot* is an adjective that modifies the noun *afternoon*. *Terribly* is an adverb that modifies the adjective *hot*. **How** hot is it? Terribly hot.

So, generally speaking, adverbs answer the question **how**. (They can also answer the questions **when**, **where**, and **why**.)

Some other rules:

Most of the time, adjectives come before nouns. However, they come after the nouns they modify, most often when the verb is a form of the following:

- be
- feel
- taste
- smell
- sound
- look
- appear
- seem

Some examples:

- "The dog is black." *Black* is an adjective that modifies the noun *dog*, but it comes after the verb. (Remember that "is" is a form of the verb "be.")
- "Brian seems sad." *Sad* is an adjective that modifies the noun *Brian*.
- "The milk smells rotten." *Rotten* is an adjective that modifies the noun *milk*.
- "The speaker sounds hoarse." *Hoarse* is an adjective that modifies the noun *speaker*.

Be sure to understand the differences between the following two examples:

"The dog smells carefully." Here, *carefully* describes **how** the dog is smelling. We imagine him sniffing very cautiously.

But:

"The dog smells clean." Here, *clean* describes the dog itself. It's not that he's smelling clean things or something; it's that he's had a bath and does not stink.