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2nd Grade Grammar & Conventions - Common Cores Part I

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Core Standard: L.2.1: Students will use **adjectives** and adverbs and choose between them, depending on what is to be modified.

### 1. Adjectives

Adjectives are words that add information to nouns and pronouns. They are important in writing because they are used to add detail. Adjectives describe the color, size, shape, number or any other aspect of a noun or pronoun. When more than one adjective is used before a noun, they must be put in the proper order (Determiners, Observation, Size and Shape, Age, Color, Origin, Material, Qualifier, Noun).

In the following sentences, **adjectives** are underlined.

Examples of **adjectives**:
- The brownies smell good.
- She was happy to be home.
- My dad rented a beautiful (observation) red (color) sports (qualifier) car (noun).
- I have a big (size) brown (color) and black (color) hunting (qualifier) dog (noun).

Core Standard: L.2.1: Students will use **adjectives** and **adverbs** and choose between them, depending on what is to be modified.

### 2. Adverbs

Adverbs are words that modify a verb, an adjective, or another adverb. Adverbs often tell when, where, why, or under what conditions something happens. There are, also, adverbs that make the word being modified negative. Adverbs frequently end in -ly. (However, not all words ending in -ly are adverbs.)
2. **Adverbs** (cont.)

In the following sentences, **adverbs** are underlined.

Examples:
- Modifying a verb – The kids play *outside* at recess. (tells where)
- Modifying an adjective – Clara drove a *very* fast car. (tells more about the adjective “fast”)
- Modifying another adverb – Karen moved *quite* slowly down the sidewalk. (tells more about the adverb “slowly”)
- Creating a negative – Grandpa will *not* attend the wedding. (changes or modifies the verb “attend”)

Core Standard: L.2.2: Students will **capitalize** holidays, product names, and geographic names.

3. **Capitalization**

Capital letters, or uppercase letters, make words stand out on a page. In general writing, a capital letter is used for the first word of every sentence. Certain words are always capitalized: the personal pronouns *I, and I’m;* and proper nouns (days of the week, months, holidays; and names of people, places, and things).

Examples of **capitalization:**
- *I’m* going shopping the day after *Thanksgiving* with *Antoine.*
- *I am* excited to go to the movies with *Sandra.*
- *This* year *Christmas* is on *Sunday,* *December* 25th.
- *Joey* likes to play with *his* *GI Joe.*
- *Alyssa* got a *Barbie* for *her* birthday.
Core Standard: L.2.1: Students will use collective nouns (e.g., group).

4. Collective Nouns

Collective nouns describe groups of people, things, or animals.

Examples of collective nouns:
- People: audience, family, team, class, crowd, group
- Things: pack (of gum), pair (of shoes), pile (of clothes), bunch (of flowers)
- Animals: pride (of lions), herd (of cattle), school (of fish), pack (of wolves), flock (of sheep)

Core Standard: L.2.2: Students will use commas in greetings and closings of letters.

5. Commas in Greetings and Closings

The comma is a punctuation mark that is used to separate words, phrases, and clauses. It is also used in the greeting and closing of a letter.

Examples of using a comma for greetings:
- Dear Julie,
- Dear Aunt Claudia,

Examples of using a comma for closings:
- Sincerely,
- Thank you,
**Grammar & Conventions - Common Cores Part I**

2nd Grade Core Standard: L.2.1 & L.2.2

“Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking and demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.”

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Core Standard: L.2.1: Students will produce, expand, and rearrange complete, simple and compound sentences.

**6. Complete Sentences**

A complete sentence contains a subject and a predicate that work together to form a complete thought.

Examples of complete sentences:
- Produce: John spent his afternoon coloring.
- Expand: John spent his afternoon coloring and reading.
- Rearrange: John spent his afternoon reading and coloring.

---

Core Standard: L.2.1: Students will produce, expand, and rearrange complete, simple and compound sentences.

**7. Compound Sentences**

A compound sentence contains two simple sentences, each with a main clause, joined by a conjunction.

Conjunctions: (comma goes before conj.) for, and, nor, but, or, yet, so

Examples of compound sentences:
- Produce: I worked hard on my homework.
- Expand: I worked hard on my homework, and my sister watched T.V.
- Rearrange: My sister watched T.V., but I worked hard on my homework.
- Produce: Brett ran home to eat.
- Expand: Brett ran home to eat, so Malik played baseball.
- Rearrange: Malik played baseball, and Brett ran home to eat.
Core Standard: L.2.2: Students will use an apostrophe to form **contractions** and frequently occurring possessives.

### 8. Contractions

A contraction is a shortened word or phrase. The apostrophe shows where letters have been taken out to form a contraction.

Examples of **contractions**:

<table>
<thead>
<tr>
<th>Original</th>
<th>Contraction</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are not</td>
<td>aren’t</td>
<td>could not = couldn’t</td>
</tr>
<tr>
<td>Did not</td>
<td>didn’t</td>
<td>have not = haven’t</td>
</tr>
<tr>
<td>Has not</td>
<td>hasn’t</td>
<td>he will = he’ll</td>
</tr>
<tr>
<td>Here is</td>
<td>here’s</td>
<td>I had/I would = I’d</td>
</tr>
<tr>
<td>I have</td>
<td>I’ve</td>
<td>I am = I’m</td>
</tr>
<tr>
<td>They are</td>
<td>they’re</td>
<td>were not = weren’t</td>
</tr>
<tr>
<td>We will</td>
<td>we’ll</td>
<td>what is = what’s</td>
</tr>
<tr>
<td>Is not</td>
<td>isn’t</td>
<td>you are = you’re</td>
</tr>
</tbody>
</table>

Core Standard: L.2.1: Students will form and use frequently occurring **irregular plural nouns**.

### 9. Irregular Plural Nouns

Plural means “more than one.” Irregular plural nouns are those that do not follow the same rules as regular plural nouns. These nouns have an unusual plural form.

Examples of **irregular plural nouns**:

- Noun ends with **-fe**: Change **-f** to **-v** and add **-s**. knife → knives
- Noun ends with **-o**: Add **-es**. tomato → tomatoes
- Noun ends with **-f**: Change **-f** to **-v** and add **-es**. loaf → loaves
- Noun ends with **-is**: Change **-is** to **-es**. analysis → analyses
- Noun ends with **-y**: Change **-y** to **-ies**. baby → babies

In some irregular plural nouns the vowel or word needs to be changed. For example: man → men, tooth → teeth, mouse → mice, foot → feet.

Plural nouns that do not change: deer, fish, sheep, blues.
Core Standard: L.2.1: Students will form and use the past tense of frequently occurring **irregular verbs** (sat, hid, told).

10. Irregular Verbs

Irregular verbs are those that do not have the suffix -ed at the end to form their past tense and past participle. For example, sit (present) becomes sat (past) and tell (present) becomes told (past). To achieve these tenses, the middle vowel sounds change or the entire word changes.

Examples of **irregular verbs**: (present, past tense, past participle)

- Speak, spoke, spoken
- Write, wrote, written
- Take, took, taken
- Go, went, gone
- Drink, drank, drunk
- Swim, swam, swum
- See, saw, seen
- Sing, sang, sung
- Fall, fell, fallen
- Hide, hid, hidden
- Drive, drove, driven
- Wear, wore, worn
- Tear, tore, torn
- Shake, shook, shaken
- Am, was, been
- Has, have, had

Verbs that do not change: burst, cost, cut, hurt, let, put, set, spread.

Core Standard: L.2.2: Students will use an apostrophe to form contractions and frequently occurring **possessives**.

11. Possessives

“Possessive Nouns” are nouns that show ownership. Ownership is indicated by adding an apostrophe to the name of the owner.

Examples of **possessive nouns**:

To form a singular possessive add an apostrophe and an -s.

- My mother's hobby is scrapbooking.
11. **Possessives** (cont)

If a plural noun ends in an -s or -z, just add an apostrophe.
- The girls’ locker room is neat and organized. (plural)

If a singular noun ends in an -s or -z, add an apostrophe and an -s.
- Chris’s hair is short and brown.

For plural nouns that do not end in -s, add an apostrophe and an -s.
- The children’s playground is closed because it is raining.

To form shared possessives add an apostrophe and an -s to the last noun only.
- Tina, Greg, and Will’s project earned an A+.

To form the possessive with an indefinite pronoun, add an apostrophe and an -s.
- Somebody’s lunch was left in the cafeteria.
- It was everyone’s idea to play tag at recess.

Core Standard: L.2.2: Students will consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

12. **Reference Materials**

Reference materials present facts and information about a topic in an organized way. There are usually different headings that contain pieces of information.

Dictionaries contain words and definitions and are organized alphabetically. A dictionary is an important tool for checking and correcting spellings of words. It also provides meanings of words.
12. Reference Materials (cont.)

Examples of print reference materials:
- Dictionary
- Thesaurus
- Encyclopedia

Examples of web-based reference materials:
- http://www.encyclopedia.com/
- http://www.dictionary.com/
- http://www.thesaurus.com/
- http://www.wikipedia.org/
- http://www.britannica.com/

Core Standard: L.2.1: Students will use reflexive pronouns (e.g., myself, ourselves).

13. Reflexive Pronouns

Reflexive pronouns represent the subject of a sentence. The reflexive pronouns are: myself, yourself, ourselves, himself, herself, itself, yourselves, themselves.

Examples of reflexive pronouns:
- I tied my shoes by myself.
- The students prepared their science projects themselves.
- Nicholas made dinner for himself.
Core Standard: L.2.1: Students will produce, expand, and rearrange complete simple and compound sentences.

14. Simple Sentences

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

Examples of simple sentences:
- Produce: The boy watched the movie.
- Expand: The little boy watched the movie.
- Rearrange: The action movie was watched by the little boy.

Core Standard: L.2.2: Students will generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

15. Spelling Patterns

Word families are groups of words that have a common feature or pattern, for example: -ing: thing, sing, swing, ring, king; -et: met, let, set, get; -ice: rice, nice, dice, spice, slice; -ay: play, say, way, today

Position-based spelling refers to the position of letters in a word that determines its spelling and produces a unique sound.
- For example, -ck may appear in the middle (package) or end of a word (pick), but never in the beginning.

Syllable patterns in words help the writer sound out and spell words.
- In a consonant-vowel-consonant word, the vowel has a short sound: b-a-t.
- In a consonant-vowel-consonant-e word, the vowel has a long sound and the ‘e’ is usually silent: h-o-m-e.
- In a consonant-vowel-vowel-consonant word, the first vowel has a long sound: g-r-a-i-n.
15. **Spelling Patterns (cont.)**

Ending rules determine how a word is spelled.

For example:

- Words that end with an ‘i’ sound are often spelled with a ‘y’ at the end: shy, my.
- Words that end in a vowel followed by a ‘y’ can add the suffix -ed or -ing without changing the root word: play becomes played.

Meaningful word parts are roots of words that are seen in more than one word.

- For example: The word ‘heal’ is the root of the word ‘health’.
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16. Verbs
1. Commas

In a date the comma goes after the day (number). Use a comma after each item in a series of at least three items. (It has become acceptable to omit the comma before the “and” in a series. However, it is important to remain consistent.)

Examples of **commas**:
- July 4, 1776
- January 1, 2000
- I still need to take a test, write an essay, and check out a book.
- I dislike spinach, broccoli, and cauliflower.
- Acceptable: I dislike spinach, broccoli and cauliflower.

2. Common Nouns

Common nouns are the general (not specific) words for people, places, things and ideas. Unless they begin a sentence, common nouns do not begin with a capital letter.

Examples of **common nouns**:
- people: woman
- places: river
- things: pencil
- ideas: dream

3. Conjunctions

Conjunctions are words that join or link other words, phrases, and clauses within a sentence.

Examples of **conjunctions**:
- The ocean is beautiful **but** scary. (words)
- We can shop in the morning **or** in the evening. (phrases)
- The man runs up the hill, **and** then he rests at the top. (clauses)
4. Determiners

Determiners are words that begin noun phrases. These include articles, demonstratives, possessive pronouns, adjectives, and cardinal numbers.

Examples of determiners:
- Articles (a, an, the): She was born in the hospital and got a birth certificate.
- Demonstratives (that, these, this, those): Marge didn’t know if she wanted to wear this bathing suit or that bathing suit.
- Possessive Pronouns (his, my, your, her, their, our, its): I left my pencil on her desk.
- Adjectives (all, every, most, few, some, each, many): Each of the children took a few pieces of candy.
- Cardinal Numbers (six, sixteen, sixty): They ate three pieces of candy and had one juice box.

5. End Punctuation

A period (.) is used to end a sentence. It may also be used in initials, abbreviations or as a decimal point. A question mark (?) is used at the end of a sentence when a direct question is asked. An exclamation point (!) is used at the end of a sentence to express strong feeling.

Examples of end punctuation:
- Period: Ashton won the pie eating contest.
- Period and Decimal Point: The pizza was $5.00.
- Question Mark: Are you coming over today?
- Exclamation Point: Happy Birthday!

6. Frequently Confused Words

Examples of frequently confused words:
- a, an ate, eight by, buy creak, creek
- accept, except bare, bear capital, capitol dear, deer
- allowed, aloud blew, blue cent, scent, sent die, dye
- a lot allot board, bored choose, chose dessert desert
already, all ready brake, break close, clothes dew, do, due
6. Frequently Confused Words (cont.)

Examples of **frequently confused words**:

<table>
<thead>
<tr>
<th>Ant, aunt</th>
<th>Breath, breathe</th>
<th>Coarse, course</th>
<th>Doesn’t, don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flower, flour</td>
<td>For, four</td>
<td>Good, well</td>
<td>Hair, hare</td>
</tr>
<tr>
<td>Heal, heel</td>
<td>Hear, here</td>
<td>Heard, herd</td>
<td>Hi, high</td>
</tr>
<tr>
<td>Hole, whole</td>
<td>Hour, our</td>
<td>Its, it’s</td>
<td>Knew, new</td>
</tr>
<tr>
<td>Knot, not</td>
<td>Knows, nose</td>
<td>Lay, lie</td>
<td>Lea, led</td>
</tr>
<tr>
<td>Meat, meet</td>
<td>Metal, medal</td>
<td>Miner, minor</td>
<td>Oar, or, ore</td>
</tr>
<tr>
<td>One, won</td>
<td>Pain, pane</td>
<td>Pair, pare, pear</td>
<td>Passed, past</td>
</tr>
<tr>
<td>Peace, piece</td>
<td>Peak, peek</td>
<td>Petal, pedal</td>
<td>Plain, plane</td>
</tr>
<tr>
<td>Poor, pore, pour</td>
<td>Raise, rays</td>
<td>Read, red</td>
<td>Right, write</td>
</tr>
<tr>
<td>Principal, principle</td>
<td>Scene, seen</td>
<td>Sea, see</td>
<td>Seam, seem</td>
</tr>
<tr>
<td>Quiet, quit, quite</td>
<td>Some, sum</td>
<td>Son, sun</td>
<td>Weak, week</td>
</tr>
<tr>
<td>Wear, where</td>
<td>Which, witch</td>
<td>Who, whom</td>
<td>Who’s, whose</td>
</tr>
<tr>
<td>Weather, whether</td>
<td>Wood, would</td>
<td>Your, you’re</td>
<td>Threw, through</td>
</tr>
<tr>
<td>Their, there, they’re</td>
<td>Tail, tale</td>
<td>Than, then</td>
<td>To, too, two</td>
</tr>
<tr>
<td>Waist, waste</td>
<td>Wait, weight</td>
<td>Way, weigh</td>
<td></td>
</tr>
</tbody>
</table>

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7. Nouns with Matching Verbs

Singular nouns name one person, place, thing, or idea. Plural nouns name more than one person, place, thing, or idea. A verb tells what the subject of a sentence is doing, being, or feeling. In the following examples **verbs** are underlined.

Examples of **nouns with matching verbs**:

- **Singular**:
  - He **hops**.
  - She **runs**.
- **Plural**:
  - We **hop**.
  - They **run**.
### Grammar & Conventions - Additional
#### Part II

#### 8. Prepositions
Prepositions give information about the position of something or someone. They are usually placed before nouns, noun phrases, and pronouns in a sentence. In the following examples prepositions are underlined and nouns/pronouns are in gray.

**Examples of prepositions:**
- I read a book **during** my visit to the library.
- They waited for **him beyond** the bathroom.
- I looked **toward** the sky and **into** the clouds.

| Prepositions: Direction/position words--- |
| to, from, with, for, into, in, between, beyond, by, during, down, under, off, across, out, above, before, on, of, toward |

#### 9. Pronouns
Pronouns are words used in place of a noun when writers do not want to repeat a noun in a sentence or paragraph. They can be singular or plural and in first, second, or third person. Personal pronouns name people or things, possessive pronouns show ownership, and indefinite pronouns refer to an unknown person or thing.

**Personal Pronouns:** I, me, my, they, we, us, our, she, her, you, your, him, his, he, it, its, them  
**Possessive Pronouns:** my, mine, ours, our, yours, your, his, her, hers, their, its, theirs  
**Indefinite Pronouns:** Somebody, anyone, everybody, anybody, neither, everything, nothing

**Examples of pronouns:**
- I made a peanut butter and jelly sandwich. (personal)  
- Our bus left for the zoo early in the morning. (possessive)  
- Everybody in class likes recess. (indefinite)
10. Proper Nouns

Proper nouns are the names of particular people, places, and things. They always begin with a capital letter.

In the following examples, the proper nouns are in gray.

Examples of proper nouns:
- people: Will Smith
- places: Jamaica
- things: Chex Mix

11. Question Words

One-word questions are usually used in dialogue or speech. They include: Who? What? Where? When? Why? and How?

Examples of question words being used in questions:
- Who is that? What is your name?
- Where do you live? When does school start?
- Why are we going? How do you feel?

12. Regular Plural Nouns

Plural nouns name more than one person, place, thing, or idea. They are created by changing the ending of the noun. Common endings: -s, -es

Examples of regular plural nouns:
- Cloud (singular) + -s = clouds (plural)
- Dog (singular) + -s = dogs (plural)
- Nouns that end in -s, -x, -z, -ch, -tch, -sh become plural by adding -es
- Wish (singular) + -es = wishes (plural)
13. Simple Verb Tenses

Simple verb tenses include present, past, and future. The tense of a verb informs the reader on when the action is taking place. For example: I walk (present), I walked (past), I will walk (future).

Examples of simple verb tenses:
- Present (happening now): I am going to gymnastics practice.
- Past (happened already): Joey kicked the soccer ball yesterday.
- Future (will happen): My class will practice spelling today.

14. Spelling Phonetically

Phonemes are sounds that are created by letter pairings in words. They are useful in learning how to sound letters out and form words.

Examples of phonemes:
- AA sound; phonetic spelling: b-a-a-r-n; correct spelling: b-a-r-n
- AW sound; phonetic spelling: k-a-w; correct spelling: c-o-w
- ER sound; phonetic spelling: c-h-e-r-c-h; correct spelling: c-h-u-r-c-h
- OW sound; phonetic spelling: l-o-w-n; correct spelling: l-o-a-n
- UW sound; phonetic spelling: c-h-u-w; correct spelling: c-h-e-w

Syllable patterns in words help the writer sound out and spell words.
- In a consonant-vowel-consonant word, the vowel has a short sound: b-a-t.
- In a consonant-vowel-consonant-e word, the vowel has a long sound and the ‘e’ is usually silent: h-o-m-e.
- In a consonant-vowel-vowel-consonant word, the first vowel has a long sound: g-r-a-i-n.
15. **Types of Sentences**

A complete sentence contains a subject and a predicate that work together to form a complete thought.

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

A compound sentence contains two simple sentences, each with a main clause, joined by a conjunction.

**Examples of types of sentences:**
- **Declarative** (state/declare something): Hand sanitizer kills germs on your hands.
- **Interrogative** (asks a question): How tall are you?
- **Imperative** (give commands/orders/directions): Finish your homework before dinner.
- **Exclamatory** (express strong feeling): We came in first place at the race!

16. **Verbs**

A verb tells what the subject of a sentence is doing, being, or feeling. It connects the subject to another word in the sentence.

**Examples of verbs:**
- Tommy **kicked** the soccer ball at the goal. (doing)
- Sam **was happy** that he **won** the spelling bee. (being, doing)