

# NYSED<sup>nd</sup> Grade ELA Crosswalk

Original Standard Code (2011)	2011 ELA Standard	
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# NYSED<sup>nd</sup> Grade ELA Crosswalk

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
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moral.

RI:

NYSED<sup>nd</sup> Grade ELA Crosswalk

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2R8	<p><del>diagram showing how a machine works)</del>  <del>contribute to and clarify a text.</del></p> <p>RL:(Not applicable to literature.6 207.6 43.)</p>	

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Original

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care, speaking one at a time about the topics and texts under discussion).



NYSED <sup>nd</sup> 2 Grade ELA Crosswalk

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	<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, <del>both print and digital</del> to determine or clarify the meaning of words and phrases.</p>	<p>individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>
2L5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>2L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2L5a: Identify real-life connections between words and their use.</p> <p>2L5c: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are _____ or _____).</p>
2L6	<p>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., _____).</p> <p>When other kids are _____ (k)-3h4.3( k)-43(i)-18.3(be)-245p(c)13.4qui74-36(r)-4.3( k)-3.5(i)-7.2(ds)-13.9( ar)-</p>	