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Lesson 14: Grammar
Student Book pages 193–194
Test Yourself

1. The Lion and the Mouse

Long, long ago, a lion ^{was} ~~were~~ in his den. ^{He} ~~His~~ was fast asleep. A mouse ^{came} ~~come~~ in and jumped on the lion's nose. The lion ^{was} ~~be~~ angry! He ^{grab} ~~grab~~ the mouse by the tail.

"Please don't hurt me," ^{said} ~~says~~ the mouse. ^{You} ~~My~~ and I ^{should} ~~you~~ should be friends. One day you ^{will} ~~need~~ need my help."

The lion just ^{laugh} ~~laugh~~. "A big lion ^{need} ~~need~~ no help from a little mouse," he ^{said} ~~said~~. "But ^{let} ~~let~~ you go anyway." He put her down, and ^{they} ~~they~~ ran away.

A few days ^{later} ~~later~~, the lion ^{step} ~~step~~ into a huge net. It trapped him. "My feet ^{are} ~~is~~ stuck!" the lion roared. "They ^{can't} ~~can't~~ move!"

The mouse heard the roars. She ^{knew} ~~knewed~~ the lion was in trouble, so she raced to him. Then she ^{use} ~~use~~ her teeth. She ^{chewed} ~~chewed~~ right through the net. ^{She and} ~~The lion and he~~ ran to safety.

The lion ^{said} ~~said~~ to the mouse, "You were right. A mouse ^{help} ~~help~~ a lion sometimes. You ^{'re} ~~'re~~ a good friend."

[W.4.5; L.4.1, 2]

2. lazy; lazily [W.2.5; L.2.1, 2]

3. quick; quickly [W.2.5; L.2.1, 2]

4. herself [W.2.5; L.2.1, 2]

5. themselves [W.2.5; L.2.1, 2]

6. *Answers will vary. Here is a sample answer: excitedly* [W.2.5; L.2.1, 2]

7. *Answers will vary. Here is a sample answer: softly* [W.2.5; L.2.1, 2]

Common Core State Standards for Writing, Grade 2

Text Types and Purposes

W.2.1. 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.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3. 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.

Production and Distribution of Writing

W.2.4. (Begins in grade 3)

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7. 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)

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

W.2.9. (Begins in grade 4)

Range of Writing

W.2.10. (Begins in grade 3)

Language (L)

Conventions of Standard English

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Cause and Effect

CAUSE

EFFECTS

