Arizona English Language Arts

Grade 2

Adopted 2016

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RL.1
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RL.2
3. Describe how characters in a story respond to major events and challenges. 2.RL.3

Craft and Structure

4. Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song. 2.RL.4
5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. 2.RL.5
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

Integration of Knowledge and Ideas

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
8. (Not applicable to literature) 2.RL.8
9. Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures. 2.RL.9

Range of Reading and Level of Text Complexity

10. By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. 2.RL.10

Reading Standards for Informational

Text Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.1
2. Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2.RI.2

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3. With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.3

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.4
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 2.RI.5
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.6

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2.RI.7
8. Describe how reasons support specific points the author makes in a text. 2.RI.8
9. Compare and contrast the most important points presented by two texts on the same topic. 2.RI.9

Range of Reading and Level of Text Complexity

10. By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two. 2.RI.10

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. 2.RF.3
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.3.A
   b. Know spelling-sound correspondences for additional common vowel teams. 2.RF.3.B
   c. Identify and apply all six syllable types to decode appropriate grade-level text. 2.RF.3.C
   d. Decode words with common prefixes and suffixes. 2.RF.3.D
   e. Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3.E
   f. Recognize and read grade-appropriate irregularly spelled words. 2.RF.3.F

Fluency

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4. Read with sufficient accuracy and fluency to support comprehension. 2.RF.4
   a. Read on-level text with purpose and understanding. 2.RF.4.A
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 2.RF.4.B
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2.RF.4.C

Writing Standards

Text Types and Purposes

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
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
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

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). 2.W.4
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
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

Research to Build and Present Knowledge

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
8. Recall information from experiences or gather information from provided sources to answer a question. 2.W.8
9. (Begins in grade 4) 2.W.9

Range of Writing

10. (Begins in grade 3) 2.W.10

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting

1. Demonstrate and apply handwriting skills. 2.WF.1
   a. Write legibly in manuscript using correct letter formation. 2.WF.1.A
   b. Transcribe ideas in manuscript with automaticity and proper spacing. 2.WF.1.B

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2. Demonstrate and apply sound-letter concepts. 2.WF.2
    a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 2.WF.2.A
        1. Consonants: /s/ = s, ss, ce, ci, cy /f/ = f, ff, ph /k/ = c, k, ck 2.WF.2.A.1
        2. Vowels: /o/ = o, o_e, oa, ow (long o) /a/ = a, a_e, ai, ay, eigh (long a) Spelling 2.WF.2.A.2
3. Know and apply phonics and word analysis skills when encoding words. 2.WF.3
    a. Spell on-level, regular, single-syllable words that include: 2.WF.3.A
        1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). 2.WF.3.A.1
        2. Complex consonant blends (e.g., scr, str, squ). 2.WF.3.A.2
        3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue). 2.WF.3.A.3
        4. Vowel-r combinations (e.g., turn, star, third, four, for). 2.WF.3.A.4
        5. Contractions (e.g., we'll, I'm, they've, don't). 2.WF.3.A.5
        6. Homophones (e.g., bear, bare; past, passed). 2.WF.3.A.6
        7. Plurals and possessives (e.g., its, it's). 2.WF.3.A.7
    b. With prompting and support, spell two- and three-syllable words that: 2.WF.3.B
        1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand). 2.WF.3.B.1
        2. Include familiar compound words (e.g., houseboat, yellowtail). 2.WF.3.B.2
        3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less). 2.WF.3.B.3
    c. With prompting and support, spell words with suffixes that require: 2.WF.3.C
        1. Consonant doubling (e.g., running, slipped). 2.WF.3.C.1
        2. Dropping silent e (e.g., smiled, paving). 2.WF.3.C.2
        3. Changing y to i (e.g., cried, babies). 2.WF.3.C.3
    d. Spell grade-level appropriate words in English, as found in a research-based list, including: 2.WF.3.D
        1. Irregular words (e.g., against, many, enough, does). 2.WF.3.D.1
        2. Pattern-based words (e.g., which, kind, have). 2.WF.3.D.2

Speaking and Listening Standards **Comprehension and Collaboration**

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1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1
    a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.1.A
    b. Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1.B
    c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.1.C
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.2
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

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.4
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
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 2.SL.6

Language Standards

Conventions of Standard English

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1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2.L.1
    a. Use collective nouns (e.g., group). 2.L.1.A
    b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 2.L.1.B
    c. Use reflexive pronouns (e.g., myself, ourselves). 2.L.1.C
    d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). 2.L.1.D
    e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 2.L.1.E
    f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!) 2.L.1.F
    g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so). 2.L.1.G
    h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. 2.L.1.H
    i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion. 2.L.1.I
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 2.L.2
    a. Capitalize holidays, product names, and geographic names. 2.L.2.A
    b. Use commas in greetings and closings of letters. 2.L.2.B
    c. Use an apostrophe to form contractions and frequently occurring possessives. 2.L.2.C
    d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 2.L.2.D
    e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 2.L.2.E

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2.L.3
    a. Compare formal and informal uses of English. 2.L.3.A

Vocabulary Acquisition and Use

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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. 2.L.4

    a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 2.L.4.A

    b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 2.L.4.B

    c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 2.L.4.C

    d. Use sentence-level context as a clue to the meaning of a word or phrase. 2.L.4.D

    e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 2.L.4.E

5. Demonstrate understanding of word relationships and nuances in word meanings. 2.L.5

    a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 2.L.5.A

    b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 2.L.5.B

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). 2.L.6