Arizona English Language Proficiency

Grades 2-3

Grades 2-3 Reading Foundational Standards

Oral Skills

1. Phonological Awareness: EL.2-3.RF.1
   a. Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences. EL.2-3.RF.1A
   b. Articulate the 44 phonemes accurately. EL.2-3.RF.1B
   c. Independently recite familiar rhymes, songs, chants, and text with accurate pronunciation. EL.2-3.RF.1C
   d. Distinguish between initial, medial, and final spoken sounds to produce words. EL.2-3.RF.1D
   e. Orally produce groups of words that begin with the same initial sounds (alliteration). EL.2-3.RF.1E
   f. Distinguish between long and short vowel sounds in orally stated single-syllable words. EL.2-3.RF.1F
   g. Identify and generate a series of single syllable rhyming words with a variety of phonograms. EL.2-3.RF.1G
   h. Segment multi-syllable words into syllables. EL.2-3.RF.1H
   i. Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs. EL.2-3.RF.1I
   j. Form words by blending spoken simple onsets (/c/) and rimes (/at/). EL.2-3.RF.1J
   k. Recognize and produce a new word when a phoneme is changed, added, or removed. EL.2-3.RF.1K

Print Skills

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2. Print Concepts: EL.2-3.RF.2
    a. Demonstrate understanding of the organization and basic features of print. EL.2-3.RF.2A
    b. Track text left to right and top to bottom with return sweep. EL.2-3.RF.2B
    c. Track written words with one to one correlation. EL.2-3.RF.2C
    d. Distinguish between uppercase and lowercase letters. EL.2-3.RF.2D
    e. Distinguish between letters, words, sentences, and paragraphs. EL.2-3.RF.2E
    f. Distinguish letters from numbers and symbols. EL.2-3.RF.2F
    g. Name all uppercase and lowercase letters of the alphabet out of sequence with different fonts. EL.2-3.RF.2G
    h. Recognize the distinguishing features of a sentence. EL.2-3.RF.2H
    i. Identify capitalization and ending punctuation. EL.2-3.RF.2I
    j. Locate and identify the title, author, illustrator, title page, and table of contents of a book. EL.2-3.RF.2J
3. Phonics and Word Recognition (Decoding): EL.2-3.RF.3
    a. Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. EL.2-3.RF.3A
    b. Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs. EL.2-3.RF.3B
    c. Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including: • single letters • consonant blends • consonant/vowel digraphs (th, sh, ck), • diphthongs (ea, ie, ee) • r-controlled vowels EL.2-3.RF.3C
    d. Decode and blend a new word when a specific grapheme is changed, added, or removed. EL.2-3.RF.3D
    e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. EL.2-3.RF.3E
    f. Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC). EL.2-3.RF.3F
    g. Decode and blend common inflectional endings in words (-s, -ed, -ing). EL.2-3.RF.3G
    h. Read contractions. EL.2-3.RF.3H
    i. Use word order and context to confirm decoding of text. EL.2-3.RF.3I

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4. Fluency: EL.2-3.RF.4

   a. Read with sufficient accuracy and fluency to support comprehension. EL.2-3.RF.4A

   b. Use punctuation to guide reading fluency, including the use of: • periods • question marks • exclamation points • commas • apostrophes • quotation marks EL.2-3.RF.4B

   c. Read grade-appropriate high frequency words and irregular sight words fluently. EL.2-3.RF.4C

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construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. EL.2-3.S1

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 respond to simple literal questions. EL.2-3.S1.PE/E-1

PE/E-2 identify the main topic. EL.2-3.S1.PE/E-2

PE/E-3 identify details. EL.2-3.S1.PE/E-3

PE/E-4 retell a familiar text using key words and phrases. EL.2-3.S1.PE/E-4

PE/E-5 identify similarities and differences within a text. EL.2-3.S1.PE/E-5

Basic With moderate support, apply a developing set of strategies to:

B-1 ask and answer questions by using evidence from a text. EL.2-3.S1.B-1

B-2 determine the central topic or message. EL.2-3.S1.B-2

B-3 identify key details that support the main idea or message. EL.2-3.S1.B-3

B-4 retell a variety of texts using key details. EL.2-3.S1.B-4

B-5 identify and describe similarities and differences between two texts. EL.2-3.S1.B-5

Intermediate With light support, apply a wide range of strategies to:

I-1 ask and answer questions about key details that support the main idea by using evidence from a text. EL.2-3.S1.I-1

I-2 explain the central idea, lesson, and moral using key details. EL.2-3.S1.I-2

I-3 explain how key details support the main idea or message. EL.2-3.S1.I-3

I-4 recount a variety of texts using key details. EL.2-3.S1.I-4

I-5 identify and describe similarities and differences between two texts. EL.2-3.S1.I-5

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determine the meaning of words and phrases in oral presentations and literary and informational tex

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 recognize the meaning of frequently occurring words, phrases, and expressions. EL.2-3.S2.PE/E-1

E/E-2 recognize the meanings of common idiomatic expressions. EL.2-3.S2.PE/E-2

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PE/E-3 apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words. EL.2-3.S2.PE/E-3

Basic With moderate support, apply a developing set of strategies to:

B-1 determine the meaning of frequently occurring academic and content-specific words and phrases. EL.2-3.S2.B-1

B-2 determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events. EL.2-3.S2.B-2

B-3 apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words. EL.2-3.S2.B-3

Intermediate With light support, apply a wide range of strategies to:

I-1 determine the meaning of less-frequently occurring words and phrases and content specific words. EL.2-3.S2.I-1

I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.2-3.S2.I-2

I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words. EL.2-3.S2.I-3

speak and write about grade appropriate complex literary and informational texts and topics. EL.2-3.S3

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 deliver short oral presentations that include a few details. EL.2-3.S3.PE/E-1

PE/E-2 compose written narratives using appropriate conventions about familiar topics and experiences that include details. EL.2-3.S3.PE/E-2

PE/E-3 compose informational texts using familiar texts, and topics that include details while using appropriate conventions. EL.2-3.S3.PE/E-3

PE/E-4 produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames. EL.2-3.S3.PE/E-4

Basic With moderate support, apply a developing set of strategies to:

B-1 deliver short oral presentations that include some details to develop a topic. EL.2-3.S3.B-1

B-2 compose written narratives using appropriate conventions that include details to develop a topic. EL.2-3.S3.B-2

B-3 compose informational texts that include details to develop a topic while using appropriate conventions. EL.2-3.S3.B-3

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B-4 produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames. EL.2-3.S3.B-4

Intermediate With light support, apply a wide range of strategies to:

I-1 deliver oral presentations that include details and examples to develop a topic. EL.2-3.S3.I-1

I-2 compose written narratives using appropriate conventions that include details and examples to develop a topic. EL.2-3.S3.I-2

I-3 compose informational texts that include details and examples to develop a topic while using appropriate conventions. EL.2-3.S3.I-3

I-4 produce writing with appropriate organization on a variety of topics, experiences, or events. EL.2-3.S3.I-4

construct grade appropriate oral and written claims and support them with reasoning and evidence. EL.2-3.S4

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 express an opinion on a provided topic or text. EL.2-3.S4.PE/E-1

PE/E-2 supply a reason that supports the opinion. EL.2-3.S4.PE/E-2

PE/E-3 use simple words that signal actions and emotions. EL.2-3.S4.PE/E-3

PE/E-4 provide a sense of closure to an opinion. EL.2-3.S4.PE/E-4

Basic With moderate support, apply a developing set of strategies to:

B-1 express an opinion on a topic or text. EL.2-3.S4.B-1

B-2 supply a reason that supports the opinion and is based on some textual evidence. EL.2-3.S4.B-2

B-3 use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs. EL.2-3.S4.B-3

B-4 provide a concluding statement to an opinion. EL.2-3.S4.B-4

Intermediate With light support, apply a wide range of strategies to:

I-1 express an opinion about a given topic or text. EL.2-3.S4.I-1

I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. EL.2-3.S4.I-2

I-3 use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. EL.2-3.S4.I-3

I-4 provide a conclusion that summarizes the opinion presented. EL.2-3.S4.I-4

adapt language choices to purpose, task, and audience when speaking and writing. EL.2-3.S5

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom. EL.2-3.S5.PE/E-1

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E/E-2 use words and phrases that signal actions and emotions. EL.2-3.S5.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

B-1 demonstrate awareness of differences between informal “playground speech” and language appropriate to the classroom. EL.2-3.S5.B-1

B-2 use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs. EL.2-3.S5.B-2

Intermediate With light support, apply a wide range of strategies to:

I-1 shift appropriately between informal “playground speech” and language appropriate to the classroom. EL.2-3.S5.I-1

I-2 use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. EL.2-3.S5.I-2

participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. EL.2-3.S6

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 participate in short conversations and discussions about familiar topics. EL.2-3.S6.PE/E-1

PE/E-2 participate in short written exchanges about familiar topics. EL.2-3.S6.PE/E-2

PE/E-3 follow basic rules for discussion. EL.2-3.S6.PE/E-3

PE/E-4 respond to simple yes-no and wh- questions. EL.2-3.S6.PE/E-4

PE/E-5 contribute own comments. EL.2-3.S6.PE/E-5

Basic With moderate support, apply a developing set of strategies to:

B-1 participate in discussions about familiar topics and texts. EL.2-3.S6.B-1

B-2 participate in written exchanges about familiar topics and texts. EL.2-3.S6.B-2

B-3 follow rules for discussion. EL.2-3.S6.B-3

B-4 ask questions to gain information or clarify understanding. EL.2-3.S6.B-4

B-5 respond to comments of others. EL.2-3.S6.B-5

Intermediate With light support, apply a wide range of strategies to:

I-1 participate in extended conversations and discussions about a variety of topics and texts. EL.2-3.S6.I-1

I-2 participate in extended written exchanges about a variety of topics and texts. EL.2-3.S6.I-2

I-3 express own ideas using the rules for discussion. EL.2-3.S6.I-3

I-4 pose and respond to relevant questions about a variety of topics and texts. EL.2-3.S6.I-4

I-5 build on the ideas of others. EL.2-3.S6.I-5

conduct research and ev co answer questions or

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Pre-Emergent/Emergent With substantial support, apply an emerging set of rategies to:

solve problems. EL.2-3.S7

PE/E-1 gather information from provided resources to answer questions. EL.2-3.S7.PE/E-1

PE/E-2 respond to a question or problem based on information from provided resources. EL.2-3.S7.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

B-1 gather information from multiple provided resources to answer questions. EL.2-3.S7.B-1

B-2 respond to a question or problem based on gathered information from multiple sources, including personal experience. EL.2-3.S7.B-2

Intermediate With light support, apply a wide range of strategies to:

I-1 gather information from print and digital provided resources to answer questions. EL.2-3.S7.I-1

I-2 respond to a question or problem based on gathered information from multiple (personal experience, digital, and print) sources. EL.2-3.S7.I-2

analyze and critique the arguments of others orally and in writing. EL.2-3.S8

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 identify a reason an author or speaker gives to support a main point. EL.2-3.S8.PE/E-1

PE/E-2 respond to yes-no, either-or, and wh- questions about what an author or speaker says. EL.2-3.S8.PE/E-2

PE/E-3 use describing words. EL.2-3.S8.PE/E-3

Basic With moderate support, apply a developing set of strategies to:

B-1 tell how one or two reasons support the specific points an author or a speaker makes. EL.2-3.S8.B-1

B-2 ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says. EL.2-3.S8.B-2

B-3 use general academic and domain-specific words and phrases. EL.2-3.S8.B-3

Intermediate With light support, apply a wide range of strategies to:

I-1 explain how an author or speaker uses reasons and evidence to support or fail to support specific points. EL.2-3.S8.I-1

I-2 ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says. EL.2-3.S8.I-2

I-3 use general academic and domain-specific words and phrases that signal spatial and temporal relationships. EL.2-3.S8.I-3

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re-Emergent/Emergent With substantial support, apply an emerging set of rategies to:

appropriate speech and text. EL.2-3.S9

PE/E-1 apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.2-3.S9.PE/E-1

PE/E-2 apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking. EL.2-3.S9.PE/E-2

Basic With moderate support, apply a developing set of strategies to:

B-1 apply understanding of how text types are organized when writing and speaking in increasingly complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.2-3.S9.B-1

B-2 apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking. EL.2-3.S9.B-2

Intermediate With light support, apply a wide range of strategies to:

I-1 apply understanding of how text types are organized when writing and speaking in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.2-3.S9.I-1

I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking. EL.2-3.S9.I-2

make accurate use of standard English to communicate in grade appropriate speech and writing. EL.2-3.S10

Pre-Emergent/Emergent With substantial support, apply an emerging set of strategies to:

PE/E-1 using some familiar singular and plural nouns. EL.2-3.S10.PE/E-1

PE/E-2 using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.2-3.S10.PE/E-2

PE/E-3 recognizing possessive nouns (e.g., That is Mary's backpack.). EL.2-3.S10.PE/E-3

PE/E-4 beginning to use personal subject and object pronouns. EL.2-3.S10.PE/E-4

PE/E-5 using familiar verbs in the present progressive. EL.2-3.S10.PE/E-5

PE/E-6 using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went). EL.2-3.S10.PE/E-6

PE/E-7 using some familiar verbs in the future with "going to". EL.2-3.S10.PE/E-7

PE/E-8 applying subject-verb agreement using familiar nouns and verbs. EL.2-3.S10.PE/E-8

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Ξ/E-9 recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.2-3.S10.PE/E-9

PE/E-10 beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process. EL.2-3.S10.PE/E-10

PE/E-11 using some simple, frequently occurring conjunctions (e.g., and, but). EL.2-3.S10.PE/E-11

PE/E-12 beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences. EL.2-3.S10.PE/E-12

Basic With moderate support, apply a developing set of strategies to:

B-1 using an increasing range of singular and plural nouns. EL.2-3.S10.B-1

B-2 using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.2-3.S10.B-2

B-3 using possessive with some familiar nouns (e.g., That is Mary's backpack.). EL.2-3.S10.B-3

B-4 using personal subject and object pronouns. EL.2-3.S10.B-4

B-5 using verbs distinguishing present progressive and simple present. EL.2-3.S10.B-5

B-6 using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang). EL.2-3.S10.B-6

B-7 using an increasing range of verbs in the future with "going to" and "will". EL.2-3.S10.B-7

B-8 applying subject-verb agreement using and increasing range of nouns and verbs. EL.2-3.S10.B-8

B-9 using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.2-3.S10.B-9

B-10 using a wider range of prepositional phrases (e.g., after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process. EL.2-3.S10.B-10

B-11 using a wider range of frequently occurring conjunctions (e.g., and, but, because). EL.2-3.S10.B-11

B-12 increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. EL.2-3.S10.B-12

Intermediate With light support, apply a wide range of strategies to:

I-1 using grade-appropriate singular and plural nouns. EL.2-3.S10.I-1

I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.2-3.S10.I-2

I-3 using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack.). EL.2-3.S10.I-3

I-4 using personal (subject and object), possessive, and indefinite pronouns. EL.2-3.S10.I-4

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I-5 using verbs in the past progressive. EL.2-3.S10.I-5

I-6 using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote). EL.2-3.S10.I-6

I-7 using grade-appropriate verbs in the future with “going to” and “will”. EL.2-3.S10.I-7

I-8 applying subject-verb agreement using grade-appropriate nouns and verbs. EL.2-3.S10.I-8

I-9 using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). EL.2-3.S10.I-9

I-10 using a variety of prepositional phrases (e.g. ,toward the playground) to provide detail (e.g., time, manner, place, cause). EL.2-3.S10.I-10

I-11 using frequently occurring conjunctions (e.g., and, but, or, so, because). EL.2-3.S10.I-11

I-12 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. EL.2-3.S10.I-12