

**ENGLISH LANGUAGE ARTS STANDARDS**

**GRADE 2**

Second grade students participate in literature-rich learning experiences and explore various literary forms, including media. They apply skills of reading, writing, listening, speaking, and media literacy across the curriculum. Students learn to read with comprehension, communicate effectively, develop critical thinking skills, and access information from various media forms. Second graders move from dependent to independent readers and make choices for recreational and informational reading. The English language arts curriculum supports personal growth through guided reading and application of the writing process, increases the student’s ability to analyze and evaluate information, and develops lifelong learning and deep learning proficiencies (DLPs) in a purposeful and meaningful context.

<b>READING STANDARDS FOR LITERATURE</b>	
<b>Key Ideas and Details</b>	
2.RL.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.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
2.RL.3	Describe how characters in a story respond to major events and challenges.
<b>Craft and Structure</b>	
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.6	Acknowledge differences in the points of view of characters including by speaking in a different voice for each character reading dialogue aloud.
CFSD.2RL.6	Demonstrate meaning in text by shifting intonation and expression when reading dialogue aloud.
<b>Integration of Knowledge and Ideas</b>	
2.RL.7	Explain how specific images contribute to and clarify a text.
2.RL.8	No Standard #8 – it is not applicable to literature.
2.RL.9	Compare and contrast the most important points presented by two texts with single story lines.
CFSD.2.RL.9	Compare and contrast the characters, plots, or authors’ messages across texts with single story lines.
<b>Range of Reading and Level of Text Complexity</b>	
2.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 band proficiently, with scaffolding as needed at the high end of the range.
CFSD1.RI.10	Read and respond to a variety of texts read with a group as shared reading.
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Key Ideas and Details</b>	
2.RI.1	Ask and answer such questions as who, what, where, when, and how to demonstrate an understanding of key details in a text.
2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure</b>	
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.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.6	Identify the main purpose of text, including what the author wants to answer, explain, or describe.
<b>Integration of Knowledge and Ideas</b>	
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.RI.8	Describe how reasons support specific points an author makes in a text.
CFSD.2.RI.8	Identify details that support and build understanding about a topic in text.
2.RI.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.
CFSD.2.RI.9	Compare and contrast two texts of the same topic (e.g., text features, information, format).
<b>Range of Reading and Level of Text Complexity</b>	
2.RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
AZ.2.RI.10	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	
<b>Phonics and Word Recognition</b>	
2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams (vowel digraphs).</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
CFSD.2.RF.3	a. Read common sight words in isolation and in context with automaticity (i.e., Fry Words 101-200).
<b>Fluency</b>	
2.RF.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings (&gt; or = to 111 words per minute).</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<b>WRITING STANDARDS</b>	
<b>Text Types and Purposes</b>	
2.W.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.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.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.
<b>Production and Distribution of Writing</b>	
AZ.2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <ul style="list-style-type: none"> <li>a. With guidance and support from adults, produce <i>functional writing</i> (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.</li> </ul>
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>Research to Build and Present Knowledge</b>	
2.W.7	Participates in shared research and writing projects (e.g., read a number of books on a given topic to produce a report; record science observations).
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.
<b>SPEAKING AND LISTENING STANDARDS</b>	
<b>Comprehension and Collaboration</b>	
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
2.SL.2	Recount or describe key ideas from a text read aloud or information presented orally or through other media.
CFSD.2.SL.2	Participate in discussions about presentations or texts read aloud to share, clarify, or develop understanding.
2.SL.3	Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
<b>Presentation of Knowledge and Ideas</b>	
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.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.
CFSD.2.SL.5	Choose and utilize multimedia tools to support and enhance a presentation.
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CFSD.2.SL.6	Use appropriate volume and language to express thoughts and opinions, or when responding to questions about a topic or event.

<b>LANGUAGE STANDARDS</b>	
<b>Conventions of Standard English</b>	
2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., group).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul>
AZ.2.L.1	Write multiple sentences in an order that supports a main idea or story.
CFSD.L.1	Write upper-and lower-case manuscript letters fluently and legibly with appropriate spacing and margins.
2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words.</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>Knowledge of Language</b>	
2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ul>
<b>Vocabulary Acquisition and Use</b>	
2.L.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. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy-unhappy, tell-retell).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine and clarify the meanings of words and phrases.</li> </ul>
CFSD.2.L.4	Determine the meaning of the new word formed when a known suffix is added to a known root word (e.g., hope/hopeful).
2.L.5	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., describe words that are spicy or juicy).</li> <li>b. Distinguish between shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>
2.L.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.)
CFSD.2.L.6	Transfer vocabulary learned to a variety of new situations and contexts.