



ENGLISH LANGUAGE ARTS

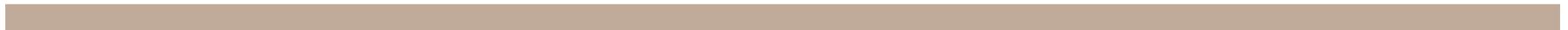
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Literacy in History/Social Studies,
Science and Technical Subjects

ARIZONA ACADEMIC CONTENT STANDARDS

GRADE TWO

Approved by the Arizona State Board of Education
June 28, 2010



Introduction

The English Language Arts Alignment of 2010 Standards to Arizona 1996, 2003, and 2004 Standards is a guideline for educators as they begin to incorporate the 2010 Standards into lessons for their students. Fortunately, Arizona's 2003 Reading and 2004 Writing Standards are very similar in content to the 2010 ELA Standards. The 1996 Listening & Speaking and Viewing & Presenting Standards, while brief and at times vague, are also similar. The mindset is, as educators, we have been teaching what is included in the new ELA Standards, but now we are charged with new depth of knowledge, new text complexity, higher expectations of rigor, and more emphasis on comprehension, analysis of text, and critical thinking.

Every performance objective that appears in Arizona standards documents from 1996, 2003, and 2004 is represented in the 2010 ELA standards alignment. Because the performance objectives are very specific, they are actually subsumed by skills required in the 2010 Standards. They represent the skills that are a part of everyday classroom expectations.

The major differences between the 1996, 2003, and 2004 Arizona Standards and the 2010 Arizona ELA Standards are reflected in the depth, the complexity, the rigor, and the emphasis on comprehension, text analysis, and critical thinking that leads to College and Career Readiness. While there are few exact matches, if any, the principles that make up the 2010 standards are not new to Arizona's educators. With a focus on deeper understanding, the 2010 standards will promote more meaningful, rigorous lessons for our students so they can read and comprehend complex texts. Not only are close reading and comprehension a focus, but using analysis and critical thinking to communicate opinions and support them in arguments is also paramount in the 2010 Standards. Students will be able to apply these skills to increasingly challenging texts as they continue from secondary education into colleges, universities, and the workplace.

In order to realize how our current lessons can and will serve us as we strive to give our students the tools they require for successful learning, we can examine how the 1996, 2003, and 2004 performance objectives that make up lessons we teach today will align with the lessons we will begin to teach tomorrow.

See examples on the following pages.

Kindergarten Reading Literature example

2010	2003	Observation of alignment
<p>K.RL.1: With prompting and support, ask and answer questions about key details in a text.</p>	<p>R00.S2C1.01: Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>R00.S3C1.03: Respond appropriately to questions based on facts in expository text, heard or read.</p> <p>LS.R3: Share ideas, information, opinions, and questions.</p> <p>LS.R4: Listen and respond to stories, poems, and nonfiction.</p> <p>LS.R5: Participate in class discussions.</p>	<p>These five performance objectives (PO) that we have already been incorporating into effective lessons can now be incorporated into lessons towards meeting 2010 ELA Standard 1 for kindergarten. The skills these 2003 POs represent will be used to plan rigorous lessons to meet the increased demands in the 2010 ELA Standards.</p>

While not all the ELA Standards have this many performance objectives in alignment, many will. In the above example, the alignment is within the parameters of a grade level match. As we see in the following example, the rigor in the 2010 ELA Standards have alignments that move performance objectives into other grade levels.

Grade 2 Reading Informational Text example

2010	2003	Observation of alignment
<p>2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>R02.S3C2.01: Follow a set of written multi-step directions.</p> <p>R04.S3C2.02: Interpret details form functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>W02.S3C5.02: Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> a. text to self (personal connections) b. text to world (social connection) c. text to text (compare within multiple texts) 	<p>In this alignment, a 2003 Grade 4 Performance Objective (PO) is aligned to a 2010 Grade 2 Standard. This reflects the new rigor throughout the 2010 ELA Standards.</p>

As we see movement from one grade down to another, we also find movement that places objectives in higher grades from lower grades.

Grade 4 Reading Standards Foundational Skills

2010	2003	Observation of alignment
<p>4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>R03.S1C3.01: Read multi-syllable words fluently, using letter-sound knowledge.</p> <p>R03.S1C3.02: Apply knowledge of basic syllabication rules when decoding four- and five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).</p> <p>R04.S1C4.01: Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>For this standard, Grade 3 Performance Objectives (POs) are aligned to 2010 ELA Grade 4 expectations.</p>

The Writing Addendum is a feature of the 2010 ELA Alignment document that demonstrates how closely Arizona instruction in writing aligns to the 2010 ELA standards. The 2010 ELA Standards for Writing are closely linked to Strands 1 and 2 of the 2004 Writing Standards as shown in the following table.

Grades 9-10 Writing Standards

2010	2004	Observation of alignment
<p>9–10.W.8: Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>See Writing Addendum: Writing Process HS.S1 Writing Elements HS.S2</p> <p>VP.P2: Plan, organize, develop, produce, and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.</p>	<p>The Writing Addendum includes the 2004 Writing Standard Strands 1 (Writing Process) and 2 (Writing Elements). The addendum, referred to throughout the alignment document, demonstrates how the skills that we have been teaching are still appropriate for teaching the 2010 ELA Writing Standards.</p>

In addition to the Writing Addendum, there is also a Summary of Changes document. This document lists all the 1996, 2003, and 2004 performance objectives that have moved up or down grade levels or are not specifically represented in the Alignment document.

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 2

2010 Reading Standards for Literature K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teachers model asking questions (who, what, where, when, why, and how) to elicit student responses to story. Teachers model using graphic organizers (e.g., character web, plot, flow-chart). Teachers include partner sharing: “Let’s discuss what we just read. Turn to your elbow buddy and take turns asking your buddy questions beginning with the words on the board.” Students practice how to formulate relevant questions. Teachers provide samples to rehearse (e.g., “Who was in the story?” “Where did the story take place?”).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Literature Grade 2 Unit 1 After reading the fictional read-aloud picture books for each of the seasons, have students ask and answer questions using “who, what, where, when, why, and how.” Challenge students to create questions from these stems that apply directly to the books you are reading. Encourage students to answer the questions on Post-Its under each question on the following chart. (RL.2.1)</p>	<p>R02.S1C6.01 Predict what might happen next in a reading selection.</p> <p>R02.S1C6.03 Ask relevant questions in order to comprehend text.</p> <p>R03.S1C6.04 Ask clarifying questions in order to comprehend text.</p>
<p>2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teachers model how to determine a moral/lesson of a well-known story. Teachers model using a graphic organizer to categorize elements from the story. (e.g., lesson, country of origin, genre). Teachers conclude reading a fable, folktale or story with: “What message/lesson/moral did we learn?” Students recount event of stories, fables or folktales to assigned partners in class.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Literature Grade 2 Unit 2 Introduce the genre of tall tales by explaining how they are stories about a special kind of hero that is bigger than life. Even though the story is based on a real person, the person is exaggerated to be stronger or bigger than any real hero can ever be. Read about a hero from the 1800s named John Henry. As you read the story, challenge the students to think about the part of the story that is so amazing we know it is not really true. After the children have enjoyed the story, go back through the story and have the students write down one thing that might be real and one thing they think is fantasy. Ask questions such as, “Why do you think we have this tall tale? Why do you think the story has a race between a machine and a human? Why do you think the man beats the machine?” (RL.2.2, SL.2.2)</p>	<p>R02.S2C1.04 Identify cause and effect of specific events in a literary selection.</p> <p>R03.S2C1.04 Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.</p> <p>R04.S2C1.03 Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).</p>

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2010 Reading Standards for Literature K-5

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Key Ideas and Details		Strands, Concepts, and Performance Objectives																		
<p>2.RL.3 Describe how characters in a story respond to major events and challenges.</p>	<p align="center">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>An author presents a character to the reader by using the character’s actions, dialogue, description, or how other characters may react to that character; this is called characterization. Linking characterization to the events and challenges throughout a story is the critical piece. Teachers provide several examples of descriptions of how characters respond to events to serve as a guide to students. Students independently complete graphic organizers to show the relationship between characters and events in a story.</p> <p align="center">Character/Events Chart</p> <table border="1" data-bbox="386 711 1488 808"> <thead> <tr> <th colspan="2">Beginning of the Story</th> <th colspan="2">Middle of the Story</th> <th colspan="2">End of the Story</th> </tr> <tr> <th>Character</th> <th>Events</th> <th>Character</th> <th>Events</th> <th>Character</th> <th>Events</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p align="center">Source: commoncore.org</p> <p>Class Discussion/Literature Grade 2 Unit 3 Introduce a book such as <i>Snow in Jerusalem</i> by reviewing how unlikely friends become friends through finding something in common. Tell the students that they are going to read a book about two children who were not friends, but they found something in common. As the story is read, have the students focus on how the children find something in common to make a friendship. Talk about how these two characters faced a challenge and made a hard choice. (RL.2.3, RL.2.7)</p>	Beginning of the Story		Middle of the Story		End of the Story		Character	Events	Character	Events	Character	Events							<p>R02.S2C1.02 Describe characters (e.g., traits, roles, similarities) within a literary selection.</p>
Beginning of the Story		Middle of the Story		End of the Story																
Character	Events	Character	Events	Character	Events															

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Before Reading/During Reading/After Reading Checklist How are key words or lines way the lines organized? Are there any repeated sounds and/or rhyming words? Can I hear/sense a beat/rhythm as I read? What type of connection do I feel when I read the poem, song, or story? Teachers model well-known rhymes and songs as examples for students. Teachers provide cloze activities for students to complete (e.g., Hickory, Dickory Dock, the mouse ran up the _____). Students tap out the meter and identify the rhyming words.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Poetry/Language Grade 2 Unit 3 As you read from the poetry collection <i>If Not for the Cat</i> by Jack Prelutsky, explain to students the Haiku style of poetry. Point out to the students that these poems are very short, but they make you think. As you read a poem, keep the accompanying illustrations hidden until students try to guess the animal being described. These poems are filled with words that may be new to your students. When you are finished with each poem, ask students to choose one new word to save in their word bank. (L.2.4, L.2.5, RL.2.4)</p>	<p>R02.S2C1.06 Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.</p> <p>R03.S2C1.06 Identify rhyme, rhythm, repetition, and sensory images in poetry.</p>

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Craft and Structure		Strands, Concepts, and Performance Objectives
<p>2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Connections: SS02.S1C1.05, SS02.S2C1.05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literary Response Grade 2 Unit 5 Have students select a folktale to read. Provide each student with a piece of plain white paper. Then, give these instructions to the children: “Read a folktale with a partner (a stronger reader could read to a weaker reader, or they could take turns, or read chorally). When you are finished reading the folktale, follow these directions:</p> <ul style="list-style-type: none"> ● Fold your paper into fourths. ● Draw a picture of the main characters in one square. ● Draw the setting in another square. ● Draw your favorite part of the plot in another square. ● In the last part, write a few sentences describing what you think the folktale is teaching. <p>Each time the students do this activity; substitute one more square with writing instead of drawing. As a student reads the last book independently, have them use the four-square outline to write a retelling of the folktale. (RL.2.2, RL.2.5, RL.2.7, RL.2.10, W.2.7, SL.2.2)</p>	<p>R02.S2C1.01 Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.</p> <p>R02.S2C1.03 Sequence a series of events in a literary selection.</p> <p>W02.S3C1.01 Write a narrative that includes:</p> <ol style="list-style-type: none"> a. a main idea based on real or imagined events b. characters(s) c. a sequence of events <p>W02.S3C5.01 Write a response to a literature selection that identifies the:</p> <ol style="list-style-type: none"> a. character(s) b. setting c. sequence of events d. main idea e. problem/solution
<p>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students participate in reading the text aloud using a different voice for each character.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Art Appreciation Grade 2 Unit 5 Explain to the students that Sergei Prokofiev is a Russian musical composer who wrote a musical rendition of the folktale called “Peter and the Wolf.” Explain that he used different musical instruments to represent the characters in the story. Compare and contrast different productions of this piece (e.g., animated version, music-only CD, video of the ballet). (RL.2.2, RL.2.6, RL.2.9, SL.2.2)</p>	<p>R03.S1C5.02 Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.</p>

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2010 Reading Standards for Literature K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Illustrations in a story aid in comprehension by emphasizing key points and adding interest for the reader. By viewing the illustration and reading the words in print, the reader will gain an understanding of the Characters, setting, or plot of the story. Students retell a story using their own pictures or cartoon frames. Connections: SS02.S1C1.05, SS02.S2C1.05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion / Literature Grade 2 Unit 3 Introduce the idea of a “bridge” as a metaphor by reading the book <i>Pop’s Bridge</i> by Eve Bunting. In this book, a group of boys experience the sacrifice involved in bridge building and the joy that comes with friendship. Discuss the literal bridge in the book and the way the bridge served as a link not only between two places but also between two people. Introduce the following Isaac Newton quotation: “We build too many walls and not enough bridges.” Discuss what Isaac Newton may have meant by his comment. (RL.2.7)</p>	<p>R02.S3C1.05 Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.</p> <p>R03.S3C2.04 Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.</p> <p>VP.F2 Plan and present a report, using two or more visual media.</p> <p>VP.F3 Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages.</p> <p>VP.F4 Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text.</p>
<p>2.RL.8 (not applicable to literature)</p>	<p style="text-align: center;">n/a</p>	<p>n/a</p>

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<p>2.RL.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>When comparing and contrasting, find a number of ways in which things are alike and in which they are different. Make comparing and contrasting part of the purpose for reading.</p> <p style="text-align: center;">Two Story Map</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Story #1</th> <th style="width: 35%;">Story #2</th> </tr> </thead> <tbody> <tr> <td>Main Character</td> <td></td> <td></td> </tr> <tr> <td>Main Setting</td> <td></td> <td></td> </tr> <tr> <td>Plot/Events</td> <td></td> <td></td> </tr> <tr> <td>Conclusion/Resolution</td> <td></td> <td></td> </tr> <tr> <td>Theme/Lesson/Moral</td> <td></td> <td></td> </tr> </tbody> </table> <p>Students complete graphic organizers (e.g. Venn diagram or T-chart) to compare with other literature, (e.g., character web) to show relationship of main character to others in text, (e.g., flow-charts or timelines) to show sequence of events. Students highlight signal words indicating likenesses and differences. Connections: SS02.S1C1.05, SS02.S2C1.05</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Graphic Organizer/Literature Grade 2 Unit 2 After reading the fairy tale <i>The Princess and the Pea</i>, introduce another version of the story, <i>The Cowboy and the Black-Eyed Pea</i>. Before reading the book, challenge the students to think about how the two stories are the same and how they are different. Create a Venn diagram or other graphic organizer to compare and contrast the two stories. Have the children use sticky notes to add their ideas to the Venn diagram. When finished, ask students to use the graphic organizer to construct sentences that describe two ways in which the stories are the same and two ways in which they are different. Continue this activity with other traditional stories and their alternative versions. (R L.2.9, SL.2.2)</p>		Story #1	Story #2	Main Character			Main Setting			Plot/Events			Conclusion/Resolution			Theme/Lesson/Moral			<p>R02.S1C6.04 Relate information and events in a reading selection to life experiences and life experiences to the text.</p> <p>R03.S2C1.01 Compare (and contrast) literary elements across stories, including plots, settings, and characters.</p> <p>W02.S3C5.02 Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts)
	Story #1	Story #2																		
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2010 Reading Standards for Literature K-5

Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting						
Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives						
<p>2.RL.10 By the end of year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Range of Reading and Level of Text Complexity refer to building student’s background knowledge and vocabulary inventory as well as exposure to different structures of print. Students read grade-level material with appropriate rate (speed), accuracy (precision) and prosody (expression). Students should be exposed to the differences in reading different types of text with appropriate rhythm, pacing, intonation, and expression relevant to the text.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 33%;">Stories</th> <th style="width: 33%;">Drama</th> <th style="width: 33%;">Poetry</th> </tr> </thead> <tbody> <tr> <td>Children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths</td> <td>Staged, dialogued, and brief familiar scenes</td> <td>Nursery rhymes and subgenres of narrative poems, limericks, and free verse poems</td> </tr> </tbody> </table> <p>Students create journals with key vocabulary words or phrases. Students keep a reading log of the variety of literature</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Student Reading/Fiction Grade 2 Unit 6 In order to stretch students’ reading skills and test for comprehension and fluency, have students read a variety of fictional texts independently. Although the books share the common theme of food, they have very different messages. For example, <i>Tar Beach</i> (Faith Ringgold), which includes a picnic scene, is literally about rising above prejudice. <i>Gregory the Terrible Eater</i> (Mitchell Sharmat, Jose Aruego, and Ariane Dewey) is a funny book about a goat, but carries a message about healthy eating. These books offer a range of reading in the 2-3 band of grade level and stretch texts. (RL.2.10, RL 2.2)</p>	Stories	Drama	Poetry	Children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths	Staged, dialogued, and brief familiar scenes	Nursery rhymes and subgenres of narrative poems, limericks, and free verse poems	<p>R02.S1C5.01 Consistently read grade level text with at least 90 percent accuracy.</p> <p>R02.S1C5.02 Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p> <p>R02.S2C5.03 Use punctuation, including commas, periods and questions marks to guide reading for fluency.</p> <p>W02.S3C1.02 Write simple poetry, rhymes, or chants.</p>
Stories	Drama	Poetry						
Children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths	Staged, dialogued, and brief familiar scenes	Nursery rhymes and subgenres of narrative poems, limericks, and free verse poems						

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teacher posts the question words (who, what, where, when, why, and how) and s/he says, “Let’s review what we just read. Turn to your elbow buddy and take turns asking your buddy questions beginning with the words on the board.” Teacher provides opportunities for students to practice formulating questions by providing question stems for students to use with a partner. Connections: SS02.S1C10.02, SS02.S2C9.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Informational Text Grade 2 Unit 2 <i>Bill Pickett: Rodeo-Ridin’ Cowboy</i> by Andrea Davis Pinkney is a true story of an African-American cowboy. Prior to reading the story write questions they have about the story on a chart. After students read the story discuss the information they have learned. Ask students to choose two questions to answer and write on their white boards. Share the responses from the students. (RI.2.1, SL.2.2)</p>	<p>R01.S3C1.02 Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p> <p>R02.S1C6.03 Ask relevant questions in order to comprehend text.</p> <p>R02.S3C1.02 Locate facts in response to questions about expository text.</p>

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Key Ideas and Details		Strands, Concepts, and Performance Objectives
<p>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students identify the focus of each paragraph, for example: 1st paragraph (symbols and monuments of our country) 2nd paragraph (flag) 3rd paragraph (Liberty Bell) 4th paragraph (U.S Capitol) 5th paragraph (Washington Monument)</p> <p>Students highlight key ideas. Connections: SS02.S1C1.04, SS02.S2C2.04, SS02.S3C1.01, SS02.S3C1.03</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Informational Text Grade 2 Unit 1 To introduce the work of organizing informational text, choose a book with a variety of text features and strong paragraphs. Explain to the children that as you read for information, you will also be looking at the author's craft. Guide students to look closely at the way each informational book on the four seasons is arranged (e.g., through the use of headings, subheadings, and paragraphs). Choose one page to look for the purpose of paragraphs in organizing the information in the text. You might want to make a copy of the page for the students to examine as you demonstrate the topical chunks of information in paragraphs. Extend this lesson by listing text features in multiple books on seasons and related topics. Focus on the purposes of the text features in the books. (RI.2.2, RF.2.4)</p>	<p>R02.S3C1.01 Identify the main idea in expository text.</p>

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 Examples and Explanations from ADE/ELA Committee and commoncore.org
 Grade 2

2010 Reading Standards for Informational Text K-5

Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting								
Key Ideas and Details		Strands, Concepts, and Performance Objectives								
<p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p align="center">Source: ADE/ELA Committee See Appendices A and B for Text Complexity Structures of Informational Text Signal Words</p> <table border="1" data-bbox="373 444 1478 672"> <thead> <tr> <th>Structure</th> <th>Signal Words</th> </tr> </thead> <tbody> <tr> <td>Cause-Effect Problem Solution</td> <td>Because, due to, since, as a result, consequently</td> </tr> <tr> <td>Compare and Contrast</td> <td>Like, just as, similar, both, also, too, unlike, different, but</td> </tr> <tr> <td>Time Order Chronological Order Sequence</td> <td>Before, first, during, after, then, next, finally, last, now, when</td> </tr> </tbody> </table> <p>Teachers model use of graphic organizers (e.g., cause and effect chart, Venn diagram, T-Chart, web, flowchart, timeline) to show connections. Students will place historical events from content studied (e.g., events that lead to the Revolutionary War, new forms of transportation) in chronological order on a timeline. Students will recognize how archaeological research adds to our understanding of the past (e.g., Prehistoric Native American mound builders lived in Eastern North America before European colonists). Connections: SC02.S2C2.01, 02, and 03, SC02.S4C1.01, 02, and 03, SC02.S5C1.01, SS02.S1C1.01, 02, 03, and 05, SS02.S1C4.02 through 06, SS02.S1C5.01 through 05, SS02.S2C1.01, 02, 03, and 05, SS02.S5C1.03</p> <p align="center">Source: commoncore.org</p> <p>Class Discussion/Literature/Information Grade 2 Unit 4 A focus question is “What would you do to be free?” Ask students to write down their answer to that question. <i>Henry’s Freedom Box</i> by Ellen Levine is a true story of a slave’s journey to freedom. Henry was willing to face danger in order to experience freedom. As you discuss the book, be sure to discuss the characters, setting, plot, and message of the book. Students may enjoy listening to the author read the story, noting the way she changes her voice with the different characters. (RL.2.6, RI.2.3, SL.2.2)</p>	Structure	Signal Words	Cause-Effect Problem Solution	Because, due to, since, as a result, consequently	Compare and Contrast	Like, just as, similar, both, also, too, unlike, different, but	Time Order Chronological Order Sequence	Before, first, during, after, then, next, finally, last, now, when	<p>R02.S2C2.01 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences. R02.S3C2.01 Follow a set of written multi-step directions. R02.S3C2.02 Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order. R03.S3C2.03 Evaluate written directions for sequence and completeness. R04.S3C2.02 Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions). W02.S3C5.02 Write a response to a literature selection that connects: a. text to self (personal connection). b. text to world (social connection). c. text to text (compare within multiple texts). LS.F2 Give and follow multiple-step directions.</p>
Structure	Signal Words									
Cause-Effect Problem Solution	Because, due to, since, as a result, consequently									
Compare and Contrast	Like, just as, similar, both, also, too, unlike, different, but									
Time Order Chronological Order Sequence	Before, first, during, after, then, next, finally, last, now, when									

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
<p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teachers model (think-aloud) how to identify and determine meanings of unknown words during shared reading of informational text.</p> <p style="padding-left: 40px;">Look at the illustration or graph. Use background knowledge regarding the subject. Look at the sentence before and after to help build meaning. Use morphology, affixes, Greek & Latin roots to help arrive at meaning. Students use knowledge of word structure, context clues, and picture clues to determine the meaning of an unknown word.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Language/Informational Text Grade 2 Unit 2 Create a running list of collective nouns (e.g., a herd or drove of cows; a herd or band of horses; a flock of sheep; and a band, tribe, or nation of Native Americans). Keep a growing word bank of people, vocabulary, and phrases that come up in this unit. These might be used in later student writing. (L.2.1, RI.2.4, L.2.4, L.2.4)</p>	<p>R02.S1C4.01 Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>R02.S1C4.02 Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>R02.S1C4.03 Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>R02.S1C4.04 Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>R02.S1C4.07 Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>
<p>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. (continued next page)</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teachers use focus or word walls to illustrate text features. Students highlight text features in text. Connections: Glossaries: SS02.S1C1.04, SS02.S2C1.04 Graphs, Charts and Diagrams: SS02.S1C1.01 and 02, SS02.S2C1.01 and 02, SS02.S4C1.04, SS02.S4C4.02, SC02.S1C2.04, SC02.S1C3.01 Indices: SS02.S1C1.04, SS02.S2C1.04</p>	<p>R02.S1C1.01 Alphabetize a series of words to the second letter.</p> <p>R02.S3C1.02 Locate facts in response to questions about expository text.</p> <p>R02.S3C1.03 Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text.</p> <p>R02.S3C2.03 State the meaning of specific signs, graphics and symbols (e.g., computer icons, map features, simple charts and graphs).</p> <p>W02.S3C2.02 Participate in creating simple summaries from informational texts, graphs, tables, or maps.</p>

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Grade 2 2010 Reading Standards for Informational Text K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Craft and Structure		Strands, Concepts, and Performance Objectives
2.RI.5 (continued)	<p>Maps: SS02.S1C1.04, SS02.S2C1.04, SS02.S4C1.01through 03, SS02.S4C1.06 , SS02.S4C2.01through 03, SS02.S4C4.02</p> <p>Photos, Illustrations, Captions: SS02.S1C1.04, SS02.S2C1.04, SS02.S4C1.06</p> <p>Table of Contents: SS02.S1C1.04, SS02.S2C1.04, ET02.S3C1.01 and 02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Shared Research/Writing Grade 2 Unit 1 Focus a discussion on the characteristics of seasons in your local climate. Discuss activities that your students might associate with each season. Talk about how one of the seasons’ activities might help the local economy more than others by asking questions such as, “Which season is most important to our community? Think of a place in the United States with seasons that are very different from ours. What is an interesting activity from that region or state that we could research?” (e.g., fishing, mountain climbing, ice hockey). Use digital resources and speakers who have visited to gather information. Important topics to cover include geographical information, the weather/climate/season, and a description of the activity or sport. (RI.2.5, SL.2.1, SL.2.2, W.2.8, L.2.3)</p>	<p>R04.S3C1.04 Locate specific information by using organizationally features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics) in expository text.</p>
2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Informational Text Grade 2 Unit 2 Remind students that when they are doing research in the classroom, they start with a question. Similarly, authors of informational books also begin their work with a question or the desire to explain something. Have the students read an informational book such as <i>Cowboys and Cowgirls: Yippee-Yay</i> by Gail Gibbons. After they finish the book, ask students to think about what question the author wanted to answer or what she wanted to explain in this book. When they are finished reading and writing down their questions, begin a discussion on how authors base research in asking and answering questions. (RI.2.6)</p>	<p>R04.S3C1.03 Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Integration of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Teachers have students predict and infer based on viewing images, diagrams, maps, graphs and timelines. Students discuss how the images contributed to their understanding. Connections: Graphs, Charts and Diagrams: SS02.S1C1.01and 02, SS02.S2C1.01and 02 , SS02.S4C1.04 , SS02.S4C4.02, SC02.S1C2.04, SC02.S1C3.01 Maps: SS02.S1C1.04, SS02.S2C1.04, SS02.S4C1.01through 03, SS02.S4C1.06 , SS02.S4C2.01through 03, SS02.S4C4.02 Photos/Illustrations/Captions: SS02.S1C1.04, SS02.S2C1.04, SS02.S4C1.06, SC02.S4C1.01, 02, and 03 , SC02.S4C2.01, 02, and 03, SC02.S5C1.02, SC02.S6C3.03, ET02.S3C1.01and 02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Informational Reading/Explanatory Writing Grade 2 Unit 3 Begin a class discussion by asking the students, “If a real hippopotamus had no other companions, what other kind of animal could you imagine her having for a friend?” Be sure to require good reasons for their opinions as they answer. Read the book <i>Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff aloud. When you are finished reading, have the students discuss what the author (a six-year old girl) wanted to accomplish by publishing the book, using questions such as, “What did she want to explain? Describe? What questions did she want to answer? Why are there so many photographs?” Ask students to write a paragraph explaining how the two animals in the story became friends. (SL.2.6, W.2.2, RI.2.6, RI.2.3, RI.2.7)</p>	<p>R03.S3C2.04 Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
<p>Integration of Knowledge and Ideas</p>	<p>Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The emphasis in this standard is how text is created with specific points or main ideas and how it is supported by details or reasons. Teachers state main idea(s) and ask, “What details did the author use? Why did s/he include them?” Teachers complete a graphic organizer to illustrate how the details support specific points. Students read an insect book followed by teacher saying, “Describe the life cycle of this insect.” Students describe/list the stages of the life cycle. Teacher continues, “Why did the author include all of the stages in this order? What would happen if s/he left out a stage (egg stage)?”</p> <div data-bbox="499 646 1373 894" data-label="Diagram"> <pre> graph TD A[MAIN IDEA] --- B[] B --- C[SUPPORTING DETAIL] B --- D[SUPPORTING DETAIL] B --- E[SUPPORTING DETAIL] </pre> </div> <p>Connection: SS02.S2C2.02</p> <p>Source: commoncore.org</p> <p>Student Reading/Informational Grade 2 Unit 6 Have students independently read informational books to learn about each body system. Students should record new learning about each of the body systems in a notebook. They should look for how the author supports the main idea. For example, if reading a book about nutrition, ask students to find reasons in the text for why a person should eat healthy foods. (RI.2.10, RI.2.8)</p>	<p>R02.S3C1.01 Identify the main idea in expository text.</p> <p>R02.S3C1.02 Locate facts in response to questions about expository text.</p> <p>R02.S3C1.05 Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.</p> <p>R03.S3C1.01 Identify the main idea and supporting details in expository text.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives										
Integration of Knowledge and Ideas												
<p>2.RI.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>Students select various forms of text, brochures, web sites, newspapers, magazines or books to compare. Teachers can use Social Studies Standards (e.g., Strand 1 American History, Strand 2, and World History) or Science to select appropriate topics.</p> <p>Students compare and contrast the most important points in two texts about the current lives of a Native American tribe in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).</p> <p>Students complete graphic organizers (e.g., T-chart, 2-column chart, Venn diagram) to illustrate their comparisons.</p> <table border="1" data-bbox="386 618 1505 906"> <tr> <td colspan="2">Topic</td> </tr> <tr> <td>Text #1</td> <td>Text #2</td> </tr> <tr> <td>Most Important Point</td> <td>Most Important Point</td> </tr> <tr> <td>Similarities</td> <td>Similarities</td> </tr> <tr> <td>Differences</td> <td>Differences</td> </tr> </table> <p>Connections: SS02.S1C10.03, ET02.S3C2.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Informational Text Grade 2 Unit 4 Read aloud the two texts about Ruby Bridges: <i>Ruby Bridges Goes to School: My True Story</i> by Ruby Bridges and <i>The Story of Ruby Bridges</i> by Robert Coles. Before reading, explain that one of the books is an autobiography (<i>Ruby Bridges Goes to School: My True Story</i>) that Bridges wrote about her own experiences. Explain that the other book, <i>The Story of Ruby Bridges</i>, is biographical, which means that an author wrote the book about Bridges' life. When you finish reading each book aloud, have the students choose the most important parts of the story. Then, students will compare how the books are similar and how they are different. (There are several other opportunities to do this compare/contrast activity, or assessment, with the Greensboro Sit-In and Martin Luther King, Jr. texts.) (RI.2.3, RI.2.9, SL.2.3)</p>	Topic		Text #1	Text #2	Most Important Point	Most Important Point	Similarities	Similarities	Differences	Differences	<p>R02.S2C2.01 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.</p> <p>R04.S2C1.08 Compare (and contrast) the characters, events, and setting in a literary selection.</p> <p>W02.S3C5.01 Write a response to a literature selection that identifies the:</p> <ol style="list-style-type: none"> character(s) setting sequence of events main idea problem/solution
Topic												
Text #1	Text #2											
Most Important Point	Most Important Point											
Similarities	Similarities											
Differences	Differences											

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Range of Reading and Level of Text Complexity		Strands, Concepts, and Performance Objectives
<p>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.</p> <p>AZ.2.RI.10 a. 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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee See Appendices A and B for Text Complexity</p> <p>The range of reading may include: biographies and autobiographies; books about history, social studies, science and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. A wide range of reading will build background knowledge, vocabulary and concepts. Teachers have students select topics from Social Studies or Science Standards. Students read information on simple timelines, historical charts, maps including those found in primary source materials. Connections: ET02.S3C1.01 and 02, ET02.S3C2.01 and 02, SS02.S1C1.04, SS02.S2C1.04</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Informational Text Grade 2 Unit 5 Some informational books are based on a theme like “shoes” or “bread.” For example, the author of the following books, Ann Morris, studied, interesting shoes from all around the world, had photographs taken of them, and then published them in a book, <i>Shoes, Shoes, Shoes</i>. As students read the books, ask them to look at the way the book is organized and locate the information about each photograph by using the index. As they study the book, challenge them to find the location on a world map from where those shoes came. To link to geography, give each pair of students a world map to mark as the text moves from one place to another. (After the students have had an opportunity to study multiple books in this series, ask them why they think the author wrote these books for children.) (RI.2.5, RI.2.10, RI.2.6)</p>	<p>R02.S1C5.01 Consistently read grade level text with at least 90 percent accuracy.</p> <p>R02.S1.C5.02 Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p> <p>R02.S3C1 Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p> <p>R02.S3C2 Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Print Concepts		Strands, Concepts, and Performance Objectives
2.RF.1 no standards for grade 2.		
Phonological Awareness		
2.RF.2 no standards for grade 2.		
Phonics and Word Recognition		
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words (continued next page) a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.	Source: ADE/ELA Committee Students create ‘new’ words by adding affixes. Students highlight affixes found in passages.	R02.S1C2.01 Orally segment a multi-syllable word into its syllables. R02.S1C2.02 Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger). R01.S1C2.05 Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite). R01.S1C3.01 Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: <ul style="list-style-type: none"> • Single letters (consonants and vowels) • Consonant blends (e.g., bl, st, tr) • Consonant digraphs (e.g., th, sh, ck) • Vowel digraphs and diphthongs (e.g., ea, ie, ee) R01.S1C3.02 Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.

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2010 Reading Standards Foundational Skills K-5

Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
<p>Phonics and Word Recognition</p> <p>2.RF.3 (continued)</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>(continued next page)</p>		<p>R01.S1C3.04 Read words with common spelling patterns (e.g., -ite, -ill, -ate).</p> <p>R02.S1C2.03 Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger make /t.../i.../g.../er while student moves one block for each phoneme).</p> <p>R02.S1C3.01 Read multi-syllabic words fluently, using letter-sound knowledge.</p> <p>R02.S1C3.02 Apply knowledge to basic syllabication rules when decoding two-or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).</p> <p>R02.S1C3.03 Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p> <p>R02.S1C3.04 Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.</p> <p>R02.S1C3.06 Recognize high frequency words and irregular sight words.</p> <p>R02.S1C3.08 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p>

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Phonics and Word Recognition		Strands, Concepts, and Performance Objectives
2.RF.3 (continued)		R03.S1C3.03 Apply knowledge of the following common spelling patterns to read words: <ul style="list-style-type: none"> • that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in –tion, -sion, (e.g., election, vision) • with complex word families (e.g., -ight, -ought); and • that include common prefixes, suffixes and root words.

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Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Fluency		Strands, Concepts, and Performance Objectives
<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Fluency is a bridge to comprehension and is result of accurately decoding words automatically in order to not lose the meaning of the text. It is achieved through multiple opportunities to practice. Students read grade-level material with appropriate rate (speed), accuracy (precision) and prosody (expression). Students will be exposed to the differences in reading different types of text with appropriate rhythm, pacing, intonation, and expression relevant to the text.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Literature Grade 2 Unit 1 Introduce and read the first chapter of <i>Poppleton in Winter</i> by Cynthia Rylant. The following day, look at the chapter again. Explain to the class how Cynthia Rylant is an author who knows exactly how to write the beginning of a story and how to wrap it up with a strong ending. Direct the students to look closely at how the story begins. Reread the section where the story is set up. Students will see the setting, characters, and situation/problem in the first two sentences of the story: “Poppleton’s house grew very long icicles in winter. Poppleton was proud of them.” Create a bulleted list as the students discuss what they see, finishing the sentence “A strong beginning has...” Then turn to the end of the story and discuss what is contained in an ending. Read Rylant’s final sentences: “Poppleton was glad his icicles were knocked down. Icicles always melted. But a new friend would stay. Continue the bulleted list, having students finish the sentence “A strong ending has...” As the students read each successive chapter independently, with a partner, or with the teacher, make these charts a focus of discussion. Eventually add a chart for the action in the middle of the story. (RL.2.5, RF.2.4)</p>	<p>R02.S1C3.09 Use knowledge of word order (syntax) and context to confirm decoding.</p> <p>R02.S1C5.01 Consistently read grade level text with at least 90 percent accuracy.</p> <p>R02.S1C5.02 Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p> <p>R02.S1C5.03 Use punctuation, including commas, periods, and question marks to guide reading for fluency.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
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 Grade 2

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Connections: SS02.S2C9.01, SS02.S5C5.01, SS02.S4C5.02, SS02.S1C10.02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literature/Opinion-Writing Grade 2 Unit 5 Give the students this prompt: “We have listened to and read folktales from all over the world. Why do you think stories are handed down from one group of people to another? Be sure to support your opinion with strong reasons.” (W.2.1)</p>	<p>See Writing Addendum: Writing Process W02.S1 Writing Elements W02.S2, W03.S2</p> <p>W03.S3C4.01 Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
Examples and Explanations from ADE/ELA Committee and commoncore.org
Grade 2

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>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.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The emphasis of this standard includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. Informative or explanatory texts present facts, opinions, define terms and provide examples to inform the reader. The writing can support research, observations, or experiences. Teachers create a rubric of expectations for the students (e.g., There should be a clearly stated topic sentence. The topic should be developed through facts, details, and relevant information and a concluding statement should be included).</p> <p>Teachers model the writing process (e.g., pre-writing, writing, editing draft, publishing). Teachers use topics from Social Studies or Science Standards. Students use graphic organizers (e.g., webs, T-charts, timelines) to assist in organizing their information. Students may use information from written documents and the media to describe current events or to connect current events with historical events from content studied.</p> <p>Connections: SS02.S1C10.01, SS02.S1C10.02, SS02.S2C9.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Shared Research/Graphic Organizer Grade 2 Unit 1 Introduce a digital tool for organizing information, such as that found in the computer program Kidspiration. Model the organization of gathered information into broad topics through webbing. Use one part of the graphic organizer (web) to demonstrate to the class how to write one well-developed paragraph. Working in small groups, use the webbed information to write the remaining paragraphs. When the paragraphs are completed, combine them into a book. Assign students to add illustrations. If small groups of children researched different regions, the books could be called “If I Lived in the Midwest” or “If I Lived in the Rockies.” (W.2.2, RI.2.2, W.2.7, L.2.2, W.2.6)</p>	<p>See Writing Addendum: Writing Elements W02.S2</p> <p>W03.S3C2.02 Write an expository paragraph that contains:</p> <ol style="list-style-type: none"> a. a topic sentence b. supporting details c. relevant information <p>VP.F2 Plan and present a report, using two or more visual media.</p>

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 Grade 2

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Text Types and Purposes		Strands, Concepts, and Performance Objectives
<p>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.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Opinion Writing Grade 2 Unit 4 Give the students this prompt: “Choose one of the people we have studied who you think is the greatest hero in this long journey to freedom. Draw a detailed picture of the person. Write an opinion piece introducing the person and giving strong reasons why you chose her or him. Give two or three reasons why the person was chosen, using words like “because” and “also.” Use as many details as you can and close your piece with a strong statement.” (W.2.3)</p>	<p>See Writing Addendum: Writing Process W02.S1 Writing Elements W02.S2</p> <p>W02.S3C1.01 Write a narrative that includes:</p> <ol style="list-style-type: none"> a. a main idea based on real or imagined events b. character(s) c. a sequence of events <p>W03.S3C1.01 Write a narrative based on imagined or real events, observations, or memories that includes:</p> <ol style="list-style-type: none"> a. characters. b. setting c. plot d. sensory details e. clear language f. a logical sequence of events

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2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
<p>AZ.2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>a. With guidance and support from adults, produce functional writing (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.</p>	<p>Source: ADE/ELA Committee</p> <p>Teachers facilitate students' functional writing by creating classroom rules. Teachers provide a variety of graphic organizers as a writing resource for students. Teacher may model the writing process in creating functional writing (e.g., thank you notes or messages to guest speakers, volunteers). Students participate in group writing of functional text (e.g., letters, thank you notes) during community service projects. Students write thank-you notes (e.g., to school personnel, guest speakers, volunteers, and peers). Students will place historical events from content studied in social studies in chronological order on a timeline.</p> <p>Connections: SS02.S1C1.02, SS02.S1C2.02, SS02.S1C4.04, SS02.S3C4.02, SS02.S4C1.02, SS02.S4C1.03, SS02.S4C4.03</p>	<p>See Writing Addendum: Writing Process W02.S1 Writing Elements W02.S2</p> <p>W02.S3C2.01 Write expository texts (e.g., labels, lists, observations, journals).</p> <p>W02.S3C2.02 Participate in creating simple summaries from informational texts, graphs, tables, or maps.</p> <p>W02.S3C3.01 Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).</p> <p>W02.S3C3.02 Write communications, including:</p> <ol style="list-style-type: none"> friendly letters. thank-you notes. <p>LS.F2 Give and follow multiple-step directions.</p>

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 Grade 2

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
Production and Distribution of Writing		
<p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Revising includes evaluating and refining the rough draft for clarity and effectiveness. The writing may be changed by adding, deleting and reorganizing. (Ask: Does this draft say what you want it to say?)</p> <p>Editing includes proofreading and correcting the draft for conventions (e.g., punctuation, capitalization and spelling). Simple resources (e.g., focus or word walls, primary dictionaries) can be used to correct conventions (e.g., capitalization, punctuation, spelling, grammar and usage, and paragraph breaks). Teachers model refining a rough draft for clarity and effectiveness:</p> <ul style="list-style-type: none"> Evaluate the draft for use of ideas, content, organization, voice, word choice, and sentence fluency Add details to the draft to more effectively accomplish the purpose Rearrange the words, word choice, sentences, and paragraphs to clarify or enhance the meaning of the draft Use a combination of sentence structures such as simple and compound sentences to improve fluency. <p>Teachers create tools or strategies such as peer review, checklists and rubrics to refine the draft. Students use resources and reference materials to select precise vocabulary. Students proofread the draft and correct it for appropriate conventions. Students conference with a teacher or classmate for feedback.</p> <p>Connection: ET02.S1C3.01 and 02</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Writing/Digital Communication Grade 2 Unit 3</p> <p>To encourage the communication among unlikely friends, arrange for your students to be pen pals, or email pals, with students from another class in a place far away. Setting parameters for what can be shared, ask students to write letters introducing themselves and asking the other student about him/herself. The purpose of this activity would be to find ways the students are similar and the ways the students are different from one another. (W.2.6, W.2.5, L.2.2b)</p>	<p>See Writing Addendum: Writing Process W02.S1</p>

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2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Production and Distribution of Writing		Strands, Concepts, and Performance Objectives
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.	<p style="text-align: center;">Source: commoncore.org</p> Writing/Media Grade 2 Unit 4 Students can publish their opinion pieces by scanning the drawing and putting it into a Power Point slide. Opinion pieces should be recorded and played as the drawing is projected. These slides and recordings could be posted on a web page to be viewed by friends and relatives. Arrange the Power Point slides chronologically to reinforce the linking of ideas. (W.2.6, SL.2.5)	See Writing Addendum: Writing Process W02.S1

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 Grade 2

2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts and Performance Objectives
Research to Build and Present Knowledge		
<p>2.W.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).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers create a rubric to inform students of the expectations of the assignment. Teachers provide graphic organizers (e.g., web, flow-chart, time-line) for students to use for note-taking. Students create a checklist to assure that all elements are included. Students work in partners or groups to assist each other with their topic and assignment. Teachers select topics from Social Studies (e.g., Strand 1 American History, Strand 2 World History) or Science Standards. Connections: SC02.S1C4.01, SC02.S3C2.02, SC02.S4C1.01, 02, and 03, SC02.S4C2.01, 02, and 03, SC02.S6C3.01 through 04, SS02.S1C1.01 through 04, SS02.S2C1.01 through 04, SS02.S2C2, SS02.S3C1, SS02.S3C2, SS02.S4C1.01 and 05, SS02.S5C1, SS02.S1C4 SS02.S2C5.01, SS02.S2C6.01, SS02.S2C9.01, SS02.S3C2.02 and 03, SS02.S3C4, SS02.S4C2, SS02.S4C4</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Literary Response Grade 2 Unit 5 Have students select a folktale to read. Provide each student with a piece of plain white paper. Then, give these instructions to the children: “Read a folktale with a partner (a stronger reader could read to a weaker reader, or they could take turns, or read chorally). When you are finished reading the folktale, follow these directions:</p> <ul style="list-style-type: none"> • Fold your paper into fourths. • Draw a picture of the main characters in one square. • Draw the setting in another square. • Draw your favorite part of the plot in another square. • In the last part, write a few sentences describing what you think the folktale is teaching. <p>Each time the students do this activity; substitute one more square with writing instead of drawing. As a student reads the last book independently, have them use the four-square outline to write a retelling of the folktale. (RL.2.2, RL.2.5, RL.2.7, RL.2.10, W.2.7, SL.2.2)</p>	<p>W02.S3C2.02 Participate in creating simple summaries from informational texts, graphs, tables, or maps.</p> <p>W02.S3C6.01 Locate and use informational sources to write a simple report that includes:</p> <ol style="list-style-type: none"> a. a title b. a main idea c. supporting details <p>VP.F2 Plan and present a report, using two or more visual media.</p>

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2010 Writing Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts and Performance Objectives
Research to Build and Present Knowledge		
2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>The emphasis of this standard is on gathering knowledge to prepare students for writing a research paper. The provided categories will help students organize their note taking. Teachers model organizing notes in a meaningful sequence. Teachers use Social Studies Standards (e.g., Strand 1: American History, Strand 2: World History) or Science to select appropriate topics. Students create categories to organize note taking. Students use graphic organizers (e.g., webs, flow-charts) to assist in summarizing or paraphrasing information.</p> <p>Connections: SC02.S1C1.01, SC02.S3C2.01, 02, and 03, SC02.S4C1.01, 02, and 03, SC02.S4C2.01, 02, and 03, SC02.S6C3.02, SS02.S2C1.04 and 05, SS02.S3C1.01 and 03, SS02.S3C2.01, SS02.S4C1.01, SS02.S4C1.05, SS02.S5C1.03 through 07, SS02.S1C4, SS02.S1C5.01 and 02, SS02.S2C5.01, SS02.S2C6.01, SS02.S2C9.01, SS02.S3C2.02 and 03, SS02.S3C4, SS02.S4C2, SS02.S4C4, SS02.S5C5.01, SS02.S1C5.03, 04, and 05, SS02.S4C4.05 and 06, ET02.S1C1.01, ET02.S1C4.01</p>	See Writing Addendum: Writing Process W02.S1
2.W.9 (begins in grade 4)		
Range of Writing		
2.W.10 (begins in grade 3)		

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
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 Grade 2

2010 Speaking and Listening Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Comprehension and Collaboration		Strands, Concepts, and Performance Objectives
<p>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.</p> <p>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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Art Appreciation Grade 2 Unit 6 Introduce the genre of "still life" to the students: "One genre of art is called 'still life'. A long time ago, painters felt they should paint religious scenes or famous people. In the 1500s, someone named Annibale Carracci decided to paint a regular person eating beans. Later, artists began to paint objects that may have been gathered into a bowl for the purpose of painting them, and with as many interesting details as possible." As students view the paintings, talk about what they see in the paintings such as, details, objects, and positions of objects. Extend this discussion by creating a still life in class and then having students paint it. Begin by creating a collection of healthy snacks on a table. Encourage the students to help with the arrangement of objects, thinking about spaces between objects on the table. Talk about how the details make the painting interesting. Give students time to paint. (SL.2.1, SL.2.2)</p>	<p>R03.S3C3.01 Distinguish fact from opinion in persuasive text (e.g. advertisements, product labels, written communications).</p> <p>R03.S3C3.02 Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.</p> <p>LS.F1 Use effective vocabulary and logical organization to relate or summarize ideas, events and other information.</p> <p>LS.F2 Give and follow multiple-step directions.</p> <p>LS.F3 Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report.</p>

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Grade 2

2010 Speaking and Listening Standards K-5

Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting Strands, Concepts, and Performance Objectives
Comprehension and Collaboration		
<p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Art Appreciation Grade 2 Unit 1 Explain to the students that George Catlin was a famous artist who traveled out west on horseback during the 1800s to paint pictures of Native Americans. Display several of his works. Ask questions such as these:</p> <ul style="list-style-type: none"> • What do you notice in the paintings? • What can you learn about Native Americans by studying these paintings closely? • Why do you think these paintings are very important to history? <p>(SL.2.2)</p>	<p>R01.S2C1.04 Determine whether a literary selection, heard or read, is realistic or fantasy. R01.S3C1.02 Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read. LS.R4 Listen and respond to stories, poems and nonfiction.</p>
<p>2.SL.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.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Literature Grade 2 Unit 5 Invite speakers to read folktales from their home countries. For example, invite someone from Cuba or the Caribbean to read <i>Martina the Beautiful Cochroach: A Cuban Folktale</i> by Carmen Agra Deedy. As the visitor reads the story, have students consider what message the folktale might teach. When the story is over, the speaker could share some information about the country from which the folktale comes. Give an opportunity for students to ask questions about the folktale and the country. (SL.2.3, RL.2.2)</p>	<p>LS.F2 Give and follow multiple-step directions.</p>

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2010 Speaking and Listening Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Presentation of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Poetry Grade 2 Unit 5 Introduce the poem “The Pied Piper of Hamelin” by Robert Browning. This poem is a narrative based on a legend that is thought to have happened in Hamelin, Germany. Remind students that a legend is a story in which some things really happened and other things have been exaggerated over time as the story was passed down through generations. Read the poem to the children. Give the children an opportunity to retell the story, confirming that they understood the main events of the story. (The language in this poem is quite sophisticated. Reading “The Pied Piper’s Magic” by Steven Kellogg first will scaffold student comprehension of the poem. It will also provide another opportunity to compare versions.) Ask questions such as:</p> <ul style="list-style-type: none"> • How many of you think this story could have really happened? • What was the story teaching? <p>(RL.2.2, SL.2.4. L.2.4)</p>	<p>LS.F3 Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report.</p>
<p>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.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Poetry Grade 2 Unit 5 Introduce the poem “The Pied Piper of Hamelin” by Robert Browning. This poem is a narrative based on a legend that is thought to have happened in Hamelin, Germany. Remind students that a legend is a story in which some things really happened and other things have been exaggerated over time as the story was passed down through generations. Read the poem to the children. Give the children an opportunity to retell the story, confirming that they understood the main events of the story. (The language in this poem is quite sophisticated. Reading “The Pied Piper’s Magic” by Steven Kellogg first will scaffold student comprehension of the poem. It will also provide another opportunity to compare versions.) Ask questions such as:</p> <ul style="list-style-type: none"> • How many of you think this story could have really happened? • What was the story teaching? <p>(RL.2.2, SL.2.4. L.2.4)</p>	<p>LS.F3 Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report.</p>

ENGLISH LANGUAGE ARTS ALIGNMENT OF 2010 STANDARDS TO ARIZONA 1996, 2003, and 2004 STANDARDS
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 Grade 2

2010 Speaking and Listening Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Presentation of Knowledge and Ideas		Strands, Concepts, and Performance Objectives
<p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Informational Reading/Explanatory Writing Grade 2 Unit 3 Introduce a chapter from <i>Bridges: Amazing Structures to Design, Build & Test</i>. by Carol A. Johmann. This is an informational book, but it is also a “how-to” book: It will teach “how to” build bridge structures in the classroom or at home. Read the text to the children and allow them to view the way the “how to” section is set up in steps to follow. Gather the supplies and allow the students to follow the directions to experiment with building a bridge. Discuss how diagrams help to explain the directions. Have the students write an explanatory paragraph telling someone else how they made their respective bridges. (SL.2.6, W.2.2, RI.2.6, RI.2.3, RI.2.7)</p>	<p>See Writing Addendum: Writing Elements W02.S2</p> <p>W02.S3C5.01 Write a response to a literature selection that identifies the:</p> <ol style="list-style-type: none"> a. character(s). b. setting. c. sequence of events. d. main idea. e. problem/solution. <p>W02.S3C5.02 Write a response to a literature selection that connects:</p> <ol style="list-style-type: none"> a. text to self (personal connection). b. text to world (social connection). c. text to text (compare within multiple texts).

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 Grade 2

2010 Language Standards K-5		
Cluster	Explanation and Examples	1996, 2003, and 2004 Standards Reading, Writing, Listening & Speaking, and Viewing & Presenting
Conventions of Standard English		Strands, Concepts, and Performance Objectives
<p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (continued next page)</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers use color-coded word wall to assist students in selecting appropriate conventions. Teacher models grammar conventions in isolation. Teacher identifies the use of conventions in context as it appears in writing, speaking, and literature. Teacher presents a grammatically incorrect text; students will identify and correct errors. Students identify given conventions in context.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Language Activity Grade 2 Unit 5 After reading “The Pied Piper of Hamelin,” do a word activity based on the poem. Collect some plural nouns from the poem. Talk about the singular for each word and how it is made plural (e.g., rats, babies, vats, children, tongues, shoes, and mice). Extend this activity by especially collecting the plurals of irregular nouns. (L.2.1)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Language Activity Grade 2 Unit 6 The focus of this activity is “Taking Care of Ourselves.” Ask students what other words they know that end with –self or –selves? (Possible answers: myself, himself, herself, themselves, yourself, and yourselves.)Practice using these special kinds of pronouns in sentences: “I can do it _____.” “She climbed the monkey bars by _____.” “They went to the playground by _____.” (L.2.1, SL.2.6)</p>	<p>See Writing Addendum: Writing Elements W02.S2</p> <p>R02.S1C1.02 Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).</p> <p>R02.S1C3.03 Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p>

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<p>2.L.1 (continued)</p> <p>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).</p> <p>AZ.2.L.1</p> <p>g. Write multiple sentences in an order that supports a main idea or story.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Language Activity/Art Appreciation Grade 2 Unit 1 Share with your students landscape art pieces that show a variety of seasons. As the class studies each piece, ask the children how the artist creates a sense of warmth or cold, dryness or wetness in the painting. As the students use adjectives and adverbs in the conversation, write them down under the appropriate category on a white board or chart paper. Use these words to create and expand sentences (e.g., The artist painted snow. The talented artist painted snow with cool colors. Using an icy blue color, the artist painted a snowy scene.). Extend the activity by using the word bank to create free form poems to go with each painting. (L.2.1, L.2.1)</p>	<p>See Writing Addendum: Writing Elements W02.S2</p>

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<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (continued next page)</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers model conventions and spelling patterns in isolation. Teachers identify conventions and spelling patterns in context as they appear in writing, speaking and literature. Teachers provide text with convention errors. Students will identify and correct errors. Teachers create a resource wall of common conventions or spelling patterns for easy referral. Students highlight given conventions and spelling patterns in context.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Shared Research/Graphic Organizer Grade 2 Unit 1 Introduce a digital tool for organizing information, such as that found in the computer program Kidspiration. Model the organization of gathered information into broad topics through webbing. Use one part of the graphic organizer (web) to demonstrate to the class how to write one well-developed paragraph. Working in small groups, use the webbed information to write the remaining paragraphs. When the paragraphs are completed, combine them into a book. Assign students to add illustrations. If small groups of children researched different regions, the books could be called “If I Lived in the Midwest” or “If I Lived in the Rockies.” (W.2.2, RI.2.2, W.2.7, L.2.2, W.2.6)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Narrative Writing Grade 2 Unit 5 Give the students this prompt: “Write an imaginary narrative telling about a time you passed through a mysterious door and ended up in a different country. The country may be from our folktale stories or from a book you have read, or just a place you want to visit. Be sure to say where you find the door, the country where the door leads, and how you arrive back where you began. Include details to describe action, thoughts, and feelings. Be sure to end your story well, thinking about how authors wrap up stories.” (W.2.3, L.2.2)</p>	<p>See Writing Addendum: Writing Elements W02.S2, W05.S2</p> <p>R02.S1C4.05 Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.).</p> <p>R02.S1C3.07 Read common contractions fluently (e.g., haven’t, it’s, aren’t).</p> <p>R02.S1C4.06 Identify the words that comprise a contraction (e.g., can’t - cannot, it’s - it is, aren’t - are not).</p>

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<p>2.L.2 (continued) e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Literature/Letter Writing Grade 2 Unit 3 Read aloud the book <i>Charlotte’s Web</i> by E.B. White aloud to the class. After you have finished the book, have the students connect the characters in the book by writing friendly letters. Students should choose one of the characters in <i>Charlotte’s Web</i> and write the character a letter. Have students let the character know why they chose the character and what they like about him/her. Students should ask their character a question about something they are wondering. Require proper use of punctuation and form for the letters. Revise the letters and edit for spelling and punctuation. Then, have students trade letters and write back to their classmate as if they were the classmate’s chosen character. For example, if a child receives a letter addressed to Wilbur, she would write a letter back as if she were Wilbur and answer the question asked. (L.2.2, RL.2.7, W.2.5)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Language Activity Grade 2 Unit 1 Use the informational book, <i>How Do You Know It’s Fall?</i> by Allan Fowler to introduce apostrophes. Discuss the concept of contractions by creating sentences starting with “It is…” and then contracting the words to “It’s.” Extend the lesson by discussing apostrophes used to show possession. (L.2.2c)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Word Activity Grade 2 Unit 6 Have the students “taste test” healthy snacks, fruits, and vegetables. Encourage them to use adjectives by challenging the students to come up with at least three descriptive words between each new taste. For example, “This apple is tangy, sweet, and crunchy!” Encourage students to use a dictionary to check the spelling of the words as needed. (L.2.2, L.2.5)</p>	<p>R03.S1C4.07 Determine the meanings, and other features of words (e.g. pronunciation, syllabication, synonyms, parts of speech) using the dictionary and thesaurus.</p>

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<p>2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Formal language includes academic vocabulary, formal structure of conventions, parts of speech, and syntax (may be spoken or written). Informal Language includes slang, incomplete sentences, body language, emotions, and incorrect grammar and pronunciation. Teachers provide two sentences that relay the same message but demonstrate the difference between formal and informal language. Students re-write printed text into spoken language or take spoken language and put it into written Standard English.</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Shared Research/Writing Grade 2 Unit 1 Focus a discussion on the characteristics of seasons in your local climate. Discuss activities that your students might associate with each season. Talk about how one of the seasons' activities might help the local economy more than others by asking questions such as, "Which season is most important to our community? Think of a place in the United States with seasons that are very different from ours. What is an interesting activity from that region or state that we could research?" (e.g., fishing, mountain climbing, ice hockey). Use digital resources and speakers who have visited to gather information. Important topics to cover include geographical information, the weather/climate/season, and a description of the activity or sport. (RI.2.5, SL.2.1, SL.2.2, W.2.8, L.2.3)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Poetry Grade 2 Unit 4 The poems about Harriet Tubman by Eloise Greenfield and Abraham Lincoln by Nancy Byrd Turner are narrative poems that tell a story. Use these questions to discuss the poems:</p> <ul style="list-style-type: none"> • How are the poems similar and how are they different? • What poetic elements do you hear/see in the poetry (e.g., alliteration, repetition, regular beats, and rhyme)? • What is the message of each poem? Are they similar or different? • Which of the poems uses formal English and which one uses more informal English? <p>(L.2.3, RL.2.4)</p>	<p>See Writing Addendum: Writing Elements W02.S2, W04.S2, W06.S2</p>

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<p>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. (continued next page)</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers model decoding strategies through think-aloud, pictures, and text and word structures. Students read sentences before and after the unknown word to determine the meaning (context clues). Students use background knowledge regarding the topic to determine the meaning. Students use illustrations or graphics to determine the meaning of the unknown word. Students use glossaries or student-friendly dictionaries to look up the word</p> <p>Connections: ET02.S3C1.01 and 02, ET02.S3C2.01</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Language Grade 2 Unit 4</p> <p>As you have the students read literature look for words that might lend themselves to a discussion of affixes and roots. Teach the students that by knowing the root word, you can approximate the meaning of another word that they may not know. For example, if the children have learned the meaning of “prejudice” and then come across the word “prejudicial,” they may have an idea of its meaning, especially if they see “prejudicial” in context as they read. Encourage students to use dictionaries to determine accurate meanings and to check spelling while writing. (L.2.4, L.2.4)</p>	<p>R02.S1C4.02 Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>R03.S1C4.05 Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>R03.S1C4.07 Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary and thesaurus.</p> <p>R04.S1C4.01 Use knowledge of root words and affixes to determine the meaning of unknown words.</p> <p>R04.S1C4.02 Use context to determine the relevant meaning of a word.</p>

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<p>2.L.4 (continued)</p> <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, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p style="text-align: center;">Source: commoncore.org</p> <p>Language Activity Grade 2 Unit 3 After reading about bridges, have students predict the meaning of compound words that contain the word “bridge”: footbridge, drawbridge, flybridge, and bridgework. Repeat the activity using another root word such as “water”: waterbed, watercolor, watermelon, waterlog, watershed, waterproof, watertight, rainwater, waterway, and waterspout. Extend this lesson by discussing idioms using the word “bridge” such as, “we’ll cross that bridge when we come to it,” “that’s water under the bridge,” and “don’t burn your bridges.” (L.2.4)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Language/Informational Text Grade 2 Unit 2 Create a running list of collective nouns (e.g., a herd or drove of cows; a herd or band of horses; a flock of sheep; and a band, tribe, or nation of Native Americans). Keep a growing word bank of people, vocabulary, and phrases that come up in this unit. These might be used in later student writing. (L.2.1b, RI.2.4, L.2.4, L.2.4)</p>	

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<p>2.L.5 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 style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers use actions to explain verbs and adjectives (verbs: talk, whisper, shout, yell; adjectives: mad, angry, frustrated, furious). Students sort word into categories by their use. Students place words in a continuum according to the intensity of their meaning (e.g., hot, warm, tepid, cool, cold, freezing; tiny, small, petite, average, big, large, huge).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion / Poetry / Language Grade 2 Unit 3 As you read from the poetry collection <i>If Not for the Cat</i> by Jack Prelutsky, explain to students the Haiku style of poetry. Point out to the students that these poems are very short, but they make you think. As you read a poem, keep the accompanying illustration hidden until students try to guess the animal being described. These poems are filled with words that may be new to your students. When you are finished with each poem, ask students to choose one new word to save in the word bank. (L.2.4, L.2.5, RL.2.4)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Word Activity Grade 2 Unit 6 Have the students “taste test” healthy snacks, fruits, and vegetables. Encourage them to use adjectives by challenging the students to come up with at least three descriptive words between each new taste. For example, “This apple is tangy, sweet, and crunchy!” Encourage students to use a dictionary to check the spelling of the words as needed. (L.2.2, L.2.5)</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion / Literature Grade 2 Unit 3 As students read the <i>Henry and Mudge</i> books by Cynthia Rylant, challenge them to look closely at the characters. Before the first chapter, ask the students to be ready to describe Henry and Mudge. Using sticky notes or white boards, require each student to write down two characteristics of each character. Although one of the characters is a dog and one is a boy, they have a wonderful friendship. Have students share at least two words to describe Henry and two words to describe Mudge. Discuss what can be learned about friendship through these stories. (RL.2.7, L.2.5)</p>	<p>R02.S1C6.04 Relate information and events in a reading selection to life experiences and life experiences to the text.</p> <p>See Writing Addendum: Writing Elements W02.S2</p> <p>R04.S1C4.02 Use context to determine the relevant meaning of a word.</p> <p>R04.S1C4.04 Identify figurative language, including similes, personification, and idioms.</p>

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<p>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).</p>	<p style="text-align: center;">Source: ADE/ELA Committee</p> <p>Teachers use cloze procedure (teacher leaves out key word, students fill in) for students to practice using vocabulary correctly. Students highlight adjectives and adverbs in a passage. Students create individual journals of student-friendly definitions with non linguistic representations (illustrations).</p> <p style="text-align: center;">Source: commoncore.org</p> <p>Class Discussion/Art Appreciation Grade 2 Unit 4 Talk about the life of Ruby Bridges. Show the students some photographs of Bridges and the Norman Rockwell painting, “The Problem We All Live With,” which was painted after a photograph of her. Use these questions to discuss the title and the painting:</p> <ul style="list-style-type: none"> • Do you think it is a good name for the painting? Why or why not? • Knowing the story of Ruby Bridges, what details from her character can you see in the painting? <p>(Note: You should look for adjectives and character vocabulary in the conversation.) (L.2.5, L.2.6, SL.2.3)</p>	<p>R02.S1C6.04 Relate information and events in a reading selection to life experiences and life experiences to the text. Show awareness of the audience through word choice and style.</p> <p>See Writing Addendum: Writing Elements W02.S2</p>