

Summary of Changes Document 2010 AZ English Language Arts Standards

Grade 2 Reading Standards for Literature

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
R03.S1C6.04: Ask clarifying questions in order to comprehend text.	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.	From G3 to G2
	2.RL.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	From G3 to G2 From G4 to G2
	2.RL.3: n/a	
	Craft and Structure	
R03.S2C1.06: Identify rhyme, rhythm, repetition, and sensory images in poetry.	2.RL.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in story, poem or song.	From G3 to G2
	2.RL.5: n/a	
R03.S1C5.02: Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.	2.RL.6: Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue.	From G3 to G2
	Integration of Knowledge and Ideas	
R03.S3C2.04: Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	2.RL.7: Use information gained from illustrations in words in print or digital text to demonstrate understanding of characters, settings, or plot.	From G3 to G2
	2.RL.8: n/a	
R03.S2C1.01: Compare (and contrast) literary elements across stories, including plots, settings, and characters.	2.RL.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	From G3 to G2
	Range of Reading and Level of Text Complexity	
	2.RL.10: n/a	

Grade 2 Reading Standards for Informational Text

AZ Strand, Concept, PO	ELA Cluster	Movement
	Key Ideas and Details	
R01.S3C1.02: Answer questions (e.g., who, what, when, where, why, and how) about expository text, heard or read.	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.	From G1 to G2
	2.RI.2: n/a	
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).	2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	From G4 to G2 From G3 to G2
	Craft and Structure	
	2.RI.4: n/a	
R04.S3C1.04: Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	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.	From G4 to G2

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Grade 2 Reading Standards for Informational Text continued

AZ Strand, Concept, PO	ELA Cluster	Movement
	Craft and Structure continued	
R04.S3C1.03: Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	2.RI.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	From G4 to G2
	Integration of Knowledge and Ideas	
R03.S3C2.04: Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	2.RI.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
R03.S3C1.01: Identify the main idea and supporting details in expository text.	2.RI.8: Describe how reasons support specific points the author makes in a text.	From G3 to G2
R04.S2C1.08: Compare (and contrast) the characters, events, and setting in a literary selection.	2.RI.9: Compare and contrast the most important points presented by two texts on the same topic.	From G4 to G2
	Range of Reading and Level of Text Complexity	
	2.RI.10: n/a	
Grade 2 Reading Standards for Reading Foundations		
	Print Concepts	
	2.RF.1: n/a	
	Phonological Awareness	
	2.RF.2: n/a	
	Phonics and Word Recognition	
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), and • 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. R01.S1C3.04: Read words with common spelling patterns (e.g., -ite, -ill, -ate). 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. 	2.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> 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. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	From G1 to G2 From G3 to G2

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Grade 2 Reading Standards for Reading Foundations continued		
AZ Strand, Concept, PO	ELA Cluster	Movement
	Fluency	
	2.RF.4: n/a	
Grade 2 Writing Standards		
	Text Types and Purposes	
W03.S2C1.01: Express ideas that are clear and directly related to the topic. W03.S2C1.03: Use relevant details to provide adequate support for the ideas. W03.S3C4.01: Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.	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.	From G3 to G2
W03.S3C2.02: Write an expository paragraph that contains: a. a topic sentence b. supporting details c. relevant information	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.	From G3 to G2
W03.S3C1.01: Write a narrative based on imagined or real events, observations, or memories that includes: a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events	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 some sense of closure.	From G3 to G2
	Production or Distribution of Writing	
	2.W.4: n/a	
	2.W.5: n/a	
W03.S1C4.02: Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions. W03.S1C5.01: Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate for audience and purpose.	2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	From G3 to G2
	Research to Build and Present Knowledge	
	2.W.7-8: n/a	
	2.W.9: (Begins at grade 4)	
	Range of Writing	
	2.W.10: (Begins at grade 4)	

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Grade 2 Speaking & Listening Standards

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<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 align="center">Comprehension and Collaboration</p> <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> <ul style="list-style-type: none"> 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). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	
<p>R01.S2C1.04: Determine whether a literary selection, heard or read, is realistic or fantasy.</p> <p>R01.S3C1.02: Answer questions (e.g., who, what, when, where, why, how) about expository text, heard or read.</p> <p>LS.R4: Listen and respond to stories, poems and nonfiction.</p>	<p>2.SL.2: Recount or describe key ideas or details form a text read aloud of information presented orally or through other media.</p>	From G1 to G2
	2.SL.3: n/a	
	Presentation of Knowledge and Ideas	
	2.SL.4-6: n/a	

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Grade 2 Language Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	Conventions of Standard English	
	2.L.1: n/a	
<p>W05.S2C6.01: Use capital letters correctly for:</p> <p>a. Proper nouns:</p> <ul style="list-style-type: none"> • Place names • Holidays • Languages • Historical events • Organizations 	<p>2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greeting and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage to badge ; boy to boil). e. Consult reference materials, including beginning dictionaries, as need to check and correct spellings. 	From G5 to G2
<ul style="list-style-type: none"> • W04.S2C6: Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. • W06.S2C4.04: Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series). 	<p>2.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Compare formal and informal uses of English. 	
	Vocabulary Acquisition and Use	
<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 and CD-ROM and Internet when available.</p> <p>R04.S1C4.01: Use knowledge of roots 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>	<p>2.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 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). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	From G3 to G2 From G4 to G2
<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>	<p>2.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). • Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 	From G4 to G2
	2.L.6: n/a	

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