Arizona's English Language Arts Standards – 2nd Grade

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

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

Craft and Structure

- Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhyme, repeated lines) and meaning in a story, poem, or song.
- Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

- Ask and answer questions to determine the meaning of words and phrases as they are used in a text relevant to grade 2.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text relevant to grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indices, electronic menus, bookmarks) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Range of Writing

Handwriting

2.W.8 (Begins in grade 4)

- Describe reasons support specific points, the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting

2.RI.9

- Demonstrate and apply sound-letter concepts.
- Write the most common graphemes (letters or letter groups) for each phoneme.
- 1. Cons: i, s, ss, ee, ci, ci;
- 2. Vowels: i-o, a-o, a-e, aw (long a);
- 3. Diphthongs: a-ei, a-e, ai, ay.

Spelling

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Identify and use declarative, imperative, and exclamatory sentences.
- With assistance, link sentences into a simple, cohesive paragraph that contains a main idea, supporting details, and a conclusion.

Range of Standards: Foundational Skills

Phonics and Word Recognition

1. Comprehend and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.
- Know and use the scale of consonant and vowel relationships that help to decode words.
- Use the English system of spelling-sound correspondences (e.g., double letters).
- Choose or produce the written form of commonly misspelled words (e.g., write about, asked, showed).

Writing Standards

Text Types and Purposes

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, support the opinion with facts or reasons, and provide a conclusion with a Restate opinion, or Craft a new opinion.
- Write informative/explanatory texts in which they introduce a topic or explain some aspect of it, include a main idea, with supporting details, and provide a conclusion.

Integration of Knowledge and Ideas

- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Use context clues to determine the meaning of unknown words that are not readily apparent from reading context.

Speak and Listen Standards

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with equalMa and peers and adults.
- Follow rules for discussions (e.g., gain the floor in respectful ways, listen to others with care, speak one at a time about the topics and texts under discussion).
- Build on others’ talk in conversations by linking their comments to the remarks of others.
- Ask clarifying and detailed questions to extend or deepen a discussion.
- Recount or describe key ideas or details from a text read aloud or information presented in demonstrations or events.

Production of Knowledge and Ideas

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

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Form and use frequently occurring regular and irregular verbs (e.g., sat, hit, and told).
- Use adjectives and adverbs, and choose between them depending on what kind of detail to emphasize.
- Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
- Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
- Identify and use declarative, imperative, and exclamatory sentences.
- With assistance, link sentences into a simple, cohesive paragraph that contains a main idea, supporting details, and a conclusion.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage: age; badge: joy = boil).
- Consult reference materials, including dictionary lists, as needed to check and correct spellings.

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare and contrast informal uses of English.
- Acquire and use academic and informal uses of English.
- 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 word meanings.
- Use knowledge of the root word to determine meaning of new words.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy; unhappy, tabled).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., additional: adding).