

**Main Criteria:** Classroom Supplement Units Grade 2

**Secondary Criteria:** Arizona Academic Standards

**Subject:** Language Arts

**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

### Arizona Academic Standards

#### Language Arts

Grade 2 - Adopted: 2010

<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	<b>AZ.2.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	<b>AZ.2.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND	AZ.2.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	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.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE /	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts

GRADE LEVEL EXPECTATION		under discussion.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.2.L.1.g.	Write multiple sentences in an order that supports a main idea or story.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

Unit 1

Arizona Academic Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND	AZ.2.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND	AZ.2.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.7.</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.10.</b>	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.
<b>STRAND</b>	<b>AZ.2.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RI.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RI.3.</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STRAND</b>	<b>AZ.2.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RI.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RI.6.</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>STRAND</b>	<b>AZ.2.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RI.8.</b>	Describe how reasons support specific points the author makes in a text.
<b>STRAND</b>	<b>AZ.2.RI.</b>	<b>Reading Standards for Informational Text K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RI.10.</b>	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
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>AZ.2.RI.10.a.</b>	By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND</b>	<b>AZ.2.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RF.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.3.a.</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.3.b.</b>	Know spelling-sound correspondences for additional common vowel teams.

OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage

OBJECTIVE / PROFICIENCY LEVEL		when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.2.L.1.g.	Write multiple sentences in an order that supports a main idea or story.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

<b>LEVEL</b>		
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<b>STRAND</b>	AZ.2.L.	Language Standards K-2
<b>CONCEPT / STANDARD</b>		Vocabulary Acquisition and Use
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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).

Unit 2

Arizona Academic Standards

Language Arts

Grade 2 - Adopted: 2010

<b>STRAND</b>	AZ.2.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Key Ideas and Details
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>STRAND</b>	AZ.2.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Craft and Structure
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	AZ.2.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Integration of Knowledge and Ideas
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	AZ.2.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Range of Reading and Level of Text Complexity
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	AZ.2.RI.	Reading Standards for Informational Text K-2
<b>CONCEPT / STANDARD</b>		Key Ideas and Details



PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND	AZ.2.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND	AZ.2.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.2.RI.1 0.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.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
OBJECTIVE /	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth,

GRADE LEVEL EXPECTATION		mice, fish).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.2.L.1.g.	Write multiple sentences in an order that supports a main idea or story.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

<b>STRAND</b>	<b>AZ.2.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.L.6.</b>	<b>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).</b>

Unit 3

Arizona Academic Standards

Language Arts

Grade 2 - Adopted: 2010

<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.1.</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.2.</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.3.</b>	<b>Describe how characters in a story respond to major events and challenges.</b>

<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.4.</b>	<b>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.5.</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.6.</b>	<b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>

<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.7.</b>	<b>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b>

<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.10.</b>	<b>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.</b>

<b>STRAND</b>	<b>AZ.2.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>OBJECTIVE /</b>	<b>2.RF.3.a.</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable</b>

GRADE LEVEL EXPECTATION		words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.2.L.1.g.	Write multiple sentences in an order that supports a main idea or story.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT /		Vocabulary Acquisition and Use

<b>STANDARD</b>		
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.L.4.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).
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>STRAND</b>	AZ.2.L.	Language Standards K-2
<b>CONCEPT / STANDARD</b>		Vocabulary Acquisition and Use
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<b>STRAND</b>	AZ.2.L.	Language Standards K-2
<b>CONCEPT / STANDARD</b>		Vocabulary Acquisition and Use
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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).

Unit 4

Arizona Academic Standards

Language Arts

Grade 2 - Adopted: 2010

<b>STRAND</b>	AZ.2.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Key Ideas and Details
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>STRAND</b>	AZ.2.RL.	Reading Standards for Literature K-2
<b>CONCEPT / STANDARD</b>		Craft and Structure
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND	AZ.2.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND	AZ.2.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RI.8.	Describe how reasons support specific points the author makes in a text.
STRAND	AZ.2.RI.	Reading Standards for Informational Text K-2
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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
OBJECTIVE / GRADE LEVEL EXPECTATION	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.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.



OBJECTIVE / PROFICIENCY LEVEL		
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE /	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways,

GRADE LEVEL EXPECTATION		listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.2.L.1.g.	Write multiple sentences in an order that supports a main idea or story.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE / GRADE LEVEL	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).

<b>EXPECTATION</b>		
<b>STRAND</b>	<b>AZ.2.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.L.3.a.</b>	<b>Compare formal and informal uses of English.</b>
<b>STRAND</b>	<b>AZ.2.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.L.4.</b>	<b>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.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.L.4.a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.L.4.b.</b>	<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).</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.L.4.c.</b>	<b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.L.4.d.</b>	<b>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</b>
<b>STRAND</b>	<b>AZ.2.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.L.5.b.</b>	<b>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</b>
<b>STRAND</b>	<b>AZ.2.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.L.6.</b>	<b>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).</b>

Unit 5

Arizona Academic Standards

Language Arts

Grade 2 - Adopted: 2010

<b>STRAND</b>	<b>AZ.2.RL.</b>	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.1.</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RL.2.</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND	AZ.2.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.RL.	Reading Standards for Literature K-2
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	AZ.2.RF.	Reading Standards Foundational Skills K-2
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE /	2.RF.4.a.	Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION		
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND	AZ.2.W.	Writing Standards K-2
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.2.SL.	Speaking and Listening Standards K-2
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LEVEL		
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.1.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	AZ.2.L.1.g.	Write multiple sentences in an order that supports a main idea or story.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND	AZ.2.L.	Language Standards K-2

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<b>STRAND</b>	AZ.2.L.	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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).

Unit 7

**Arizona Academic Standards  
Language Arts  
Grade 2 - Adopted: 2010**

<b>STRAND</b>	AZ.2.RL.	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>STRAND</b>	AZ.2.RL.	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	AZ.2.RL.	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.
<b>STRAND</b>	AZ.2.RL.	<b>Reading Standards for Literature K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	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.

<b>LEVEL</b>		
<b>STRAND</b>	<b>AZ.2.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RF.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.3.a.</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.3.b.</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.3.c.</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.3.d.</b>	<b>Decode words with common prefixes and suffixes.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.3.e.</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.3.f.</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>STRAND</b>	<b>AZ.2.RF.</b>	<b>Reading Standards Foundational Skills K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.4.a.</b>	<b>Read on-level text with purpose and understanding.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.4.b.</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.RF.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND</b>	<b>AZ.2.W.</b>	<b>Writing Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.W.1.</b>	<b>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.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.W.3.</b>	<b>Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</b>
<b>STRAND</b>	<b>AZ.2.W.</b>	<b>Writing Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.W.5.</b>	<b>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>
<b>STRAND</b>	<b>AZ.2.W.</b>	<b>Writing Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY</b>	<b>2.W.8.</b>	<b>Recall information from experiences or gather information from provided sources to answer a question.</b>



<b>LEVEL</b>		
<b>STRAND</b>	<b>AZ.2.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.SL.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.SL.1.a.</b>	<b>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>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.SL.1.b.</b>	<b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.SL.1.c.</b>	<b>Ask for clarification and further explanation as needed about the topics and texts under discussion.</b>
<b>STRAND</b>	<b>AZ.2.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.SL.2.</b>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.SL.3.</b>	<b>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.</b>
<b>STRAND</b>	<b>AZ.2.SL.</b>	<b>Speaking and Listening Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.SL.5.</b>	<b>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.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.SL.6.</b>	<b>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</b>
<b>STRAND</b>	<b>AZ.2.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.L.1.a.</b>	<b>Use collective nouns (e.g., group).</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.L.1.c.</b>	<b>Use reflexive pronouns (e.g., myself, ourselves).</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>2.L.1.f.</b>	<b>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).</b>
<b>OBJECTIVE / GRADE LEVEL EXPECTATION</b>	<b>AZ.2.L.1.g.</b>	<b>Write multiple sentences in an order that supports a main idea or story.</b>
<b>STRAND</b>	<b>AZ.2.L.</b>	<b>Language Standards K-2</b>
<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>2.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE /</b>	<b>2.L.2.c.</b>	<b>Use an apostrophe to form contractions and frequently occurring possessives.</b>

GRADE LEVEL EXPECTATION		
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.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).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND	AZ.2.L.	Language Standards K-2
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).