

# DUSD Essential Standards for ELA

## Second Grade

### Arizona 2nd Grade ELA Standards

Reading for Literature	2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	2.RL.4	Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
Reading for Informational Text	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.
	2.RI.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
	2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.
Reading Foundational Skills	2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Identify and apply all six syllable types to decode appropriate grade-level text.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
Writing	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.
	<b>2.W.2</b>	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.
<b>Writing Foundations</b>	<b>2.WF.3</b>	<p><b>Know and apply phonics and word analysis skills when encoding words.</b></p> <p><b>a. Spell on-level, regular, single-syllable words that include:</b></p> <ol style="list-style-type: none"> <li><b>1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).</b></li> <li><b>2. Complex consonant blends (e.g., scr, str, squ).</b></li> <li><b>3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).</b></li> <li><b>4. Vowel-r combinations (e.g., turn, star, third, four, for).</b></li> <li><b>5. Contractions (e.g., we'll, I'm, they've, don't).</b></li> <li><b>6. Homophones (e.g., bear, bare; past, passed).</b></li> <li><b>7. Plurals and possessives (e.g., its, it's).</b></li> </ol> <p><b>b. With prompting and support, spell two- and three-syllable words that:</b></p> <ol style="list-style-type: none"> <li><b>1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).</b></li> <li><b>2. Include familiar compound words (e.g., houseboat, yellowtail).</b></li> </ol> <p><b>3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).</b></p> <p><b>c. With prompting and support, spell words with suffixes that require:</b></p> <ol style="list-style-type: none"> <li><b>1. Consonant doubling (e.g., running, slipped).</b></li> <li><b>2. Dropping silent e (e.g., smiled, paving).</b></li> <li><b>3. Changing y to i (e.g., cried, babies).</b></li> </ol> <p><b>d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</b></p> <ol style="list-style-type: none"> <li><b>1. Irregular words (e.g., against, many, enough, does).</b></li> <li><b>2. Pattern-based words (e.g., which, kind, have).</b></li> </ol>
<b>Language</b>	<b>2.L.1</b>	<p><b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b></p> <p><b>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, and told).</b></p> <p><b>g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).</b></p> <p><b>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</b></p> <p><b>i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.</b></p>

	<b>2.L.2</b>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
	<b>2.L.4</b>	<p>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.</p> <ul style="list-style-type: none"> <li>a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>d. Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>
<b>Speaking and Listening</b>	<b>SL.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
	<b>SL.3</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.