

**Grades 2-3 Reading Foundational Standards**

**Oral Skills**

Arizona’s English Language Proficiency Standards: Reading Foundational Skills	Arizona’s English Language Arts Standards Reading Standards: Foundational Skills
<p><b>1. Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>a. Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.</li> <li>b. Articulate the 44 phonemes accurately.</li> <li>c. Independently recite familiar rhymes, songs, chants, and text with accurate pronunciation.</li> <li>d. Distinguish between initial, medial, and final spoken sounds to produce words.</li> <li>e. Orally produce groups of words that begin with the same initial sounds (alliteration).</li> <li>f. Distinguish between long and short vowel sounds in orally stated single-syllable words.</li> <li>g. Identify and generate a series of single syllable rhyming words with a variety of phonograms.</li> <li>h. Segment multi-syllable words into syllables.</li> <li>i. Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.</li> <li>j. Form words by blending spoken simple onsets (/c/) and rimes (/at/).</li> <li>k. Recognize and produce a new word when a phoneme is changed, added, or removed.</li> </ul>	<p><b>Phonological Awareness</b></p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Identify and apply all six syllable types to decode appropriate grade-level text.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Apply knowledge of the six syllable types to read grade-level words accurately.</li> <li>d. Read grade-level appropriate irregularly spelled words.</li> </ul>

Grades 2-3 English Language Proficiency Standards

**Print Skills**

<p><b>Arizona’s English Language Proficiency Standards: Reading Foundational Skills</b></p>	<p><b>Arizona’s English Language Arts Standards Reading Standards: Foundational Skills</b></p>
<p><b>2. Print Concepts:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of the organization and basic features of print.</li> <li>b. Track text left to right and top to bottom with return sweep.</li> <li>c. Track written words with one to one correlation.</li> <li>d. Distinguish between uppercase and lowercase letters.</li> <li>e. Distinguish between letters, words, sentences, and paragraphs.</li> <li>f. Distinguish letters from numbers and symbols.</li> <li>g. Name all uppercase and lowercase letters of the alphabet out of sequence with different fonts.</li> <li>h. Recognize the distinguishing features of a sentence.</li> <li>i. Identify capitalization and ending punctuation.</li> <li>j. Locate and identify the title, author, illustrator, title page, and table of contents of a book.</li> </ul> <p><b>3. Phonics and Word Recognition (Decoding):</b></p> <ul style="list-style-type: none"> <li>a. Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</li> <li>b. Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs.</li> <li>c. Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including:               <ul style="list-style-type: none"> <li>• single letters</li> <li>• consonant blends</li> <li>• consonant/vowel digraphs (th, sh, ck),</li> <li>• diphthongs (ea, ie, ee)</li> <li>• r-controlled vowels</li> </ul> </li> <li>d. Decode and blend a new word when a specific grapheme is changed, added, or removed.</li> <li>e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>f. Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).</li> </ul>	<p><b>Print Concepts</b></p> <p>*Arizona’s ELA Standards: Reading Standards Foundational Skills does not address Print Concepts at grades 2 or 3.</p> <p><b>Phonics and Word Recognition</b></p> <p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Identify and apply all six syllable types to decode appropriate grade-level text.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Apply knowledge of the six syllable types to read grade-level words accurately.</li> <li>d. Read grade-level appropriate irregularly spelled words.</li> </ul>

Grades 2-3 English Language Proficiency Standards

- g. Decode and blend common inflectional endings in words (-s, -ed, -ing).
- h. Read contractions.
- i. Use word order and context to confirm decoding of text.

**4. Fluency:**

- a. Read with sufficient accuracy and fluency to support comprehension.
- b. Use punctuation to guide reading fluency, including the use of:
  - periods
  - question marks
  - exclamation points
  - commas
  - apostrophes
  - quotation marks
- c. Read grade-appropriate high frequency words and irregular sight words fluently.

**Fluency**

2.RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grades 2-3 English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**  
**Listening and Reading**

AZ ELP - Standard 1					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Reading Literature:</b> 2.RL.1 2.RL.2 2.RL.3 2.RL.7  3.RL.1 3.RL.2 3.RL.3 3.RL.7  <b>Reading Informational:</b> 2.RI.1 2.RI.2 2.RI.3 2.RI.7  3.RI.1 3.RI.2 3.RI.3 3.RI.7  <b>Speaking and Listening:</b> 2.SL.2  3.SL.2	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> respond to simple literal questions.	<b>B-1:</b> ask and answer questions by using evidence from a text.	<b>I-1:</b> ask and answer questions about key details that support the main idea by using evidence from a text.		
	<b>PE/E-2:</b> identify the main topic.	<b>B-2:</b> determine the central topic or message.	<b>I-2:</b> explain the central idea, lesson, and moral using key details.		
	<b>PE/E-3:</b> identify details.	<b>B-3:</b> identify key details that support the main idea or message.	<b>I-3:</b> explain how key details support the main idea or message.		
	<b>PE/E-4:</b> retell a familiar text using key words and phrases.	<b>B-4:</b> retell a variety of texts using key details.	<b>I-4:</b> recount a variety of texts using key details.		
	<b>PE/E-5:</b> identify similarities and differences within a text.	<b>B-5:</b> identify and describe similarities and differences between two texts.	<b>I-5:</b> identify and describe similarities and differences between two texts.		

## Grades 2-3 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 2

##### Reading 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.3 Describe how characters in a story respond to major events and challenges.
- 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.

##### Reading Informational

- 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.3 With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

##### Speaking and Listening

- 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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#### Grade 3

##### Reading Literature

- 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
- 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

##### Reading Informational

- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
- 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

##### Speaking and Listening

- 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grades 2-3 English Language Proficiency Standards

**RECEPTIVE COMMUNICATION**  
Listening and Reading

AZ ELP - Standard 2					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent	→ Basic	→ Intermediate	AZ ELA Standard Alignment	Instructional Supports
determine the meaning of words and phrases in oral presentations and literary and informational text.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Reading Literature:</b> 2.RL.4	<p><b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b>Supports include but are not limited to:</b> context and visual aids.</p>
	<b>PE/E-1:</b> recognize the meaning of frequently occurring words, phrases, and expressions.	<b>B-1:</b> determine the meaning of frequently occurring academic and content-specific words and phrases.	<b>I-1:</b> determine the meaning of less-frequently occurring words and phrases and content specific words.	3.RL.4  <b>Reading Informational:</b> 2.RI.4  3.RI.4	
	<b>PE/E-2:</b> recognize the meanings of common idiomatic expressions.	<b>B-2:</b> determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	<b>I-2:</b> determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.	<b>Language:</b> 2.L.4 2.L.5  3.L.4 3.L.5	
	<b>PE/E-3:</b> apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	<b>B-3:</b> apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	<b>I-3:</b> apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.		

## Grades 2-3 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 2

##### Reading Literature

**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 Informational

**2.RI.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

##### Language

**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.

- 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).
- b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- d. Use sentence-level context as a clue to the meaning of a word or phrase.
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**2.L.5** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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#### Grade 3

##### Reading Literature

**3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

##### Reading Informational

**3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

##### Language

**3.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- c. Use sentence-level context as a clue to the meaning of a word or phrases.
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**3.L.5** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).

Grades 2-3 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
**Speaking and Writing**

AZ ELP - Standard 3					
By the end of each language proficiency level, an English learner can:	Pre-Emergent/ Emergent →	Basic →	Intermediate	AZ ELA Standard Alignment	Instructional Supports
speak and write about grade appropriate complex literary and informational texts and topics.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 2.W.2 2.W.3  3.W.2 3.W.3	<p><b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b>Conventions of writing include but are not limited to:</b> capitalization, punctuation, spelling, and so on.</p>
	<b>PE/E-1:</b> deliver short oral presentations that include a few details.	<b>B-1:</b> deliver short oral presentations that include some details to develop a topic.	<b>I-1:</b> deliver oral presentations that include details and examples to develop a topic.	<b>Speaking and Listening:</b> 2.SL.4  3.SL.4	
	<b>PE/E-2:</b> compose written narratives using appropriate conventions about familiar topics and experiences that include details.	<b>B-2:</b> compose written narratives using appropriate conventions that include details to develop a topic.	<b>I-2:</b> compose written narratives using appropriate conventions that include details and examples to develop a topic.	<b>Language:</b> 2.L.2  3.L.2	
	<b>PE/E-3:</b> compose informational texts using familiar texts, and topics that include details while using appropriate conventions.	<b>B-3:</b> compose informational texts that include details to develop a topic while using appropriate conventions.	<b>I-3:</b> compose informational texts that include details and examples to develop a topic while using appropriate conventions.		



## Grades 2-3 English Language Proficiency Standards

	<p><b>PE/E-4:</b> produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames.</p>	<p><b>B-4:</b> produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.</p>	<p><b>I-4:</b> produce writing with appropriate organization on a variety of topics, experiences, or events.</p>	<p><b>Supports include but are not limited to:</b> context and visual aids.</p>
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### AZ ELA Standard Alignment

#### Grade 2

##### Writing

**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.

**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.

##### Speaking and Listening

**2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

##### Language

**2.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings 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, badge; boy, boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### Grade 3

##### Writing

**3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

**3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

## Grades 2-3 English Language Proficiency Standards

### **Speaking and Listening**

**3.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### **Language**

**3.L.2** Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.

Grades 2-3 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
**Speaking and Writing**

<b>AZ ELP - Standard 4</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
construct grade appropriate oral and written claims and support them with reasoning and evidence.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 2. W.1  3.W.1	<p><b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b><i>Informational text types include but are not limited to:</i></b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b><i>Literary text types include but are not limited to:</i></b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b><i>Audiences include but are not limited to:</i></b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b><i>Supports include but are not limited to:</i></b> context and visual aids.</p>
	<b>PE/E-1:</b> express an opinion on a provided topic or text.	<b>B-1:</b> express an opinion on a topic or text.	<b>I-1:</b> express an opinion about a given topic or text.	<b>Speaking and Listening:</b> 2.SL.4  3.SL.4	
	<b>PE/E-2:</b> supply a reason that supports the opinion.	<b>B-2:</b> supply a reason that supports the opinion and is based on some textual evidence.	<b>I-2:</b> supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.	<b>Language</b> 2.L.6  3.L.6	
	<b>PE/E-3:</b> use simple words that signal actions and emotions.	<b>B-3:</b> use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.	<b>I-3:</b> use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.		
	<b>PE/E-4:</b> provide a sense of closure to an opinion.	<b>B-4:</b> provide a concluding statement to an opinion.	<b>I-4:</b> provide a conclusion that summarizes the opinion presented.		

## Grades 2-3 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 2

##### 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

##### Speaking and Listening

**2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

##### Language

**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).

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#### Grade 3

##### Writing

**3.W.1** Write opinion pieces on topics or texts, using reasons to support one's point of view.

- a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

##### Speaking and Listening

**3.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

##### Language

**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Grades 2-3 English Language Proficiency Standards

**PRODUCTIVE COMMUNICATION**  
**Speaking and Writing**

<b>AZ ELP - Standard 5</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
adapt language choices to purpose, task, and audience when speaking and writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 2.W.5  3.W.5  <b>Speaking and Listening:</b> 2.SL.6  3.SL.6  <b>Language:</b> 2.L.6  3.L.6	<b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b>Supports include but are not limited to:</b> context and visual aids.
	<b>PE/E-1:</b> demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	<b>B-1:</b> demonstrate awareness of differences between informal “playground speech” and language appropriate to the classroom.	<b>I-1:</b> shift appropriately between informal “playground speech” and language appropriate to the classroom.		
	<b>PE/E-2:</b> use words and phrases that signal actions and emotions.	<b>B-2:</b> use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.	<b>I-2:</b> use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.		

## Grades 2-3 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 2

##### Writing

**2.W.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

##### Speaking and Listening

**2.SL.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

##### Language

**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).

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#### Grade 3

##### Writing

**3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

##### Speaking and Listening

**3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

##### Language

**3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Grades 2-3 English Language Proficiency Standards

**INTERACTIVE COMMUNICATION**  
Listening, Speaking, Reading, and Writing

<b>AZ ELP - Standard 6</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
<p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>With <b>substantial support</b>, apply an emerging set of strategies to:</p>	<p>With <b>moderate support</b>, apply a developing set of strategies to:</p>	<p>With <b>light support</b>, apply a wide range of strategies to:</p>	<p><b>Writing:</b> 2.W.6  3.W.6</p>	<p><b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b><i>Informational text types include but are not limited to:</i></b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b><i>Literary text types include but are not limited to:</i></b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b><i>Audiences include but are not limited to:</i></b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b><i>Supports include but are not limited to:</i></b> context and visual aids.</p>
	<p><b>PE/E-1:</b> participate in short conversations and discussions about familiar topics.</p>	<p><b>B-1:</b> participate in discussions about familiar topics and texts.</p>	<p><b>I-1:</b> participate in extended conversations and discussions about a variety of topics and texts.</p>	<p><b>Speaking and Listening:</b> 2.SL.1  3.SL.1</p>	
	<p><b>PE/E-2:</b> participate in short written exchanges about familiar topics.</p>	<p><b>B-2:</b> participate in written exchanges about familiar topics and texts.</p>	<p><b>I-2:</b> participate in extended written exchanges about a variety of topics and texts.</p>		
	<p><b>PE/E-3:</b> follow basic rules for discussion.</p>	<p><b>B-3:</b> follow rules for discussion.</p>	<p><b>I-3:</b> express own ideas using the rules for discussion.</p>		
	<p><b>PE/E-4:</b> respond to simple yes-no and wh- questions.</p>	<p><b>B-4:</b> ask questions to gain information or clarify understanding.</p>	<p><b>I-4:</b> pose and respond to relevant questions about a variety of topics and texts.</p>		
	<p><b>PE/E-5:</b> contribute own comments.</p>	<p><b>B-5:</b> respond to comments of others.</p>	<p><b>I-5:</b> build on the ideas of others.</p>		

## Grades 2-3 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 2

##### Writing

**2.W.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

##### Speaking and Listening

**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.

- 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.
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#### Grade 3

##### Writing

**3.W.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

##### Speaking and Listening

**3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding based on the discussion.



Grades 2-3 English Language Proficiency Standards

**INTERACTIVE COMMUNICATION**  
**Listening, Speaking, Reading, and Writing**

<b>AZ ELP - Standard 7</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
conduct research and evaluate and communicate findings to answer questions or solve problems.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 2.W.7 2.W.8  3.W.7 3.W.8	<b><i>Functions for using language include but are not limited to:</i></b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  <b><i>Informational text types include but are not limited to:</i></b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.  <b><i>Literary text types include but are not limited to:</i></b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  <b><i>Audiences include but are not limited to:</i></b> Peers (one to one) Small group (one to a group) Whole group (one to many)  <b><i>Supports include but are not limited to:</i></b> context and visual aids.
	<b>PE/E-1:</b> gather information from provided resources to answer questions.	<b>B-1:</b> gather information from multiple provided resources to answer questions.	<b>I-1:</b> gather information from print and digital provided resources to answer questions.	<b>Speaking and Listening:</b> 2.SL.4  3.SL.4	
	<b>PE/E-2:</b> respond to a question or problem based on information from provided resources.	<b>B-2:</b> respond to a question or problem based on gathered information from multiple sources, including personal experience.	<b>I-2:</b> respond to a question or problem based on gathered information from multiple (personal experience, digital, and print) sources.		

## Grades 2-3 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 2

##### Writing

**2.W.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**2.W.8** Recall information from experiences or gather information from provided sources to answer a question.

##### Speaking and Listening

**2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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#### Grade 3

##### Writing

**3.W.7** Conduct short research projects that build knowledge about a topic.

**3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

##### Speaking and Listening

**3.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Grades 2-3 English Language Proficiency Standards

**INTERACTIVE COMMUNICATION**  
Listening, Speaking, Reading, and Writing

<b>AZ ELP - Standard 8</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
analyze and critique the arguments of others orally and in writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Reading Informational:</b> 2.RI.8  3.RI.8	<p><b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b>Supports include but are not limited to:</b> context and visual aids.</p>
	<b>PE/E-1:</b> identify a reason an author or speaker gives to support a main point.	<b>B-1:</b> tell how one or two reasons support the specific points an author or a speaker makes.	<b>I-1:</b> explain how an author or speaker uses reasons and evidence to support or fail to support specific points.	<b>Writing:</b> 2.W.1  3.W.1	
	<b>PE/E-2:</b> respond to yes-no, either-or, and wh- questions about what an author or speaker says.	<b>B-2:</b> ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.	<b>I-2:</b> ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.	<b>Speaking and Listening:</b> 2.SL.3  3.SL.3	
	<b>PE/E-3:</b> use describing words.	<b>B-3:</b> use general academic and domain-specific words and phrases.	<b>I-3:</b> use general academic and domain-specific words and phrases that signal spatial and temporal relationships.	<b>Language:</b> 2.L.6  3.L.6	

## Grades 2-3 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 2

##### Reading Informational

**2.RI.8** Describe how reasons support specific points the author makes in a text.

##### 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.

##### Speaking and Listening

**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.

##### Language

**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).

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#### Grade 3

##### Reading Informational

**3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

##### Writing

**3.W.1** Write opinion pieces on topics or texts, using reasons to support one's point of view.  
b. Provide reasons that support the opinion.

##### Speaking and Listening

**3.SL.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

##### Language

**3.L.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Grades 2-3 English Language Proficiency Standards

**LANGUAGE**

**Standards 9 and 10 are to be used across Standards 1-8**

<b>AZ ELP - Standard 9</b>						
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	→ <b>Basic</b>	→ <b>Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>	
create clear and coherent grade-appropriate speech and text.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Writing:</b> 2.W.1 2.W.2 2.W.3	<p><b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p> <p><b>Supports include but are not limited to:</b> context and visual aids.</p>	
	<b>PE/E-1:</b> apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	<b>B-1:</b> apply understanding of how text types are organized when writing and speaking in increasingly complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	<b>I-1:</b> apply understanding of how text types are organized when writing and speaking in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	3.W.1 3.W.2 3.W.3		<b>Speaking and Listening:</b> 2.SL.1 2.SL.3 3.SL.4 3.SL.6
	<b>PE/E-2:</b> apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.	<b>B-2:</b> apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	<b>I-2:</b> apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.			

## Grades 2-3 English Language Proficiency Standards

### AZ ELA Standard Alignment

#### Grade 2

##### 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.
- 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.
- 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.

##### Speaking and Listening

- 2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- 2.SL.6** Produce complete sentences when appropriate to task and in situation in order to provide requested detail or clarification (See grade 2 Language standards 1 and 3 for specific expectations.)
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#### Grade 3

##### Writing

- 3.W.1** Write opinion pieces on topics or texts, using reasons to support one's point of view.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- 3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- 3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- c. Use temporal words and phrases to signal event order.

##### Speaking and Listening

- 3.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grades 2-3 English Language Proficiency Standards

**LANGUAGE**

**Standards 9 and 10 are to be used across Standards 1-8**

<b>AZ ELP - Standard 10</b>					
<b>By the end of each language proficiency level, an English learner can:</b>	<b>Pre-Emergent/ Emergent</b>	<b>→ Basic</b>	<b>→ Intermediate</b>	<b>AZ ELA Standard Alignment</b>	<b>Instructional Supports</b>
make accurate use of standard English to communicate in grade appropriate speech and writing.	With <b>substantial support</b> , apply an emerging set of strategies to:	With <b>moderate support</b> , apply a developing set of strategies to:	With <b>light support</b> , apply a wide range of strategies to:	<b>Language:</b> 2.L.1 2.L.2 2.L.3	<p><b>Functions for using language include but are not limited to:</b> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p><b>Informational text types include but are not limited to:</b> descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), oral presentations, and so on.</p> <p><b>Literary text types include but are not limited to:</b> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</p> <p><b>Audiences include but are not limited to:</b> Peers (one to one) Small group (one to a group) Whole group (one to many)</p>
	<b>PE/E-1:</b> using some familiar singular and plural nouns.	<b>B-1:</b> using an increasing range of singular and plural nouns.	<b>I-1:</b> using grade-appropriate singular and plural nouns.	3.L.1 3.L.2 3.L.3	
	<b>PE/E-2:</b> using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>B-2:</b> using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<b>I-2:</b> using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).		
	<b>PE/E-3:</b> recognizing possessive nouns (e.g., That is Mary's backpack.).	<b>B-3:</b> using possessive with some familiar nouns (e.g., That is Mary's backpack.).	<b>I-3:</b> using possessives with grade-appropriate nouns. (e.g., That is Mary's backpack.).		
	<b>PE/E-4:</b> beginning to use personal subject and object pronouns.	<b>B-4:</b> using personal subject and object pronouns.	<b>I-4:</b> using personal (subject and object), possessive, and indefinite pronouns.		
	<b>PE/E-5:</b> using familiar verbs in the present progressive.	<b>B-5:</b> using verbs distinguishing present progressive and simple present.	<b>I-5:</b> using verbs in the past progressive.		

Grades 2-3 English Language Proficiency Standards

	<p><b>PE/E-6:</b> using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went).</p>	<p><b>B-6:</b> using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang).</p>	<p><b>I-6:</b> using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).</p>	<p><b>Supports include but are not limited to:</b> context and visual aids.</p>
	<p><b>PE/E-7:</b> using some familiar verbs in the future with “going to”.</p>	<p><b>B-7:</b> using an increasing range of verbs in the future with “going to” and “will”.</p>	<p><b>I-7:</b> using grade-appropriate verbs in the future with “going to” and “will”.</p>	
	<p><b>PE/E-8:</b> applying subject-verb agreement using familiar nouns and verbs.</p>	<p><b>B-8:</b> applying subject-verb agreement using and increasing range of nouns and verbs.</p>	<p><b>I-8:</b> applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	
	<p><b>PE/E-9:</b> recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p><b>B-9:</b> using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	<p><b>I-9:</b> using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).</p>	
	<p><b>PE/E-10:</b> beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process.</p>	<p><b>B-10:</b> using a wider range of prepositional phrases (e.g., after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.</p>	<p><b>I-10:</b> using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause).</p>	
	<p><b>PE/E-11:</b> using some simple, frequently occurring conjunctions (e.g., and, but).</p>	<p><b>B-11:</b> using a wider range of frequently occurring conjunctions (e.g., and, but, because).</p>	<p><b>I-11:</b> using frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	



## Grades 2-3 English Language Proficiency Standards

	<b>PE/E-12:</b> beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.	<b>B-12:</b> increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.	<b>I-12:</b> using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.		
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### AZ ELA Standard Alignment

#### Grade 2 Language

- 2.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Use collective nouns (e.g., group).
  - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
  - c. Use reflexive pronouns (e.g., myself, ourselves).
  - d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
  - g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
  - h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.
  - i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.
- 2.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize holidays, product names, and geographic names.
  - b. Use commas in greetings 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 → badge; boy → boil).
  - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 2.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Compare formal and informal uses of English.

#### Grade 3 Language

- 3.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - b. Form and use regular and irregular plural nouns.
  - c. Use abstract nouns (e.g., childhood).
  - d. Form and use regular and irregular verbs.
  - e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
  - f. Ensure subject-verb and pronoun-antecedent agreement.
  - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences.
  - j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure
- 3.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
  - b. Use commas in addresses.

## Grades 2-3 English Language Proficiency Standards

- c. Use commas and quotation marks in dialogue.
  - d. Form and use possessives.
- 3.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.
  - b. Recognize and observe differences between the conventions of spoken and written Standard English.