## AZ ELP - Standard 1

<table>
<thead>
<tr>
<th>By the end of each language proficiency level, an English learner can:</th>
<th>Pre-Emergent/ Emergent</th>
<th>Basic</th>
<th>Intermediate</th>
<th>AZ ELA Standard Alignment</th>
<th>Instructional Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</td>
<td>With <strong>substantial support</strong>, apply an emerging set of strategies to:</td>
<td>With <strong>moderate support</strong>, apply a developing set of strategies to:</td>
<td>With <strong>light support</strong>, apply a wide range of strategies to:</td>
<td>Reading Literature: 2.RL.1, 3.RL.1 2.RL.2, 3.RL.2 2.RL.3, 3.RL.3 2.RL.7, 3.RL.7</td>
<td><strong>Purposes for using language include but are not limited to:</strong> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</td>
</tr>
<tr>
<td><strong>PE/E-1</strong>: respond to simple literal questions.</td>
<td><strong>B-1</strong>: ask questions and answer more complex questions by using evidence from a text.</td>
<td><strong>I-1</strong>: ask and answer questions about an increasing number of key details that support the main idea by using evidence from a text.</td>
<td><strong>Reading Informational</strong>: 2.RI.1, 3.RI.1 2.RI.2, 3.RI.2 2.RI.3, 3.RI.3 2.RI.7, 3.RI.7</td>
<td><strong>Informational text types include but are not limited to:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>PE/E-2</strong>: identify the main idea.</td>
<td><strong>B-2</strong>: determine the main topic or message.</td>
<td><strong>I-2</strong>: determine main topic or central message, lesson, or moral.</td>
<td><strong>Speaking and Listening</strong>: 2.SL.2, 3.SL.2</td>
<td><strong>Literary text types include but are not limited to:</strong> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</td>
<td></td>
</tr>
<tr>
<td><strong>PE/E-3</strong>: identify a few key details.</td>
<td><strong>B-3</strong>: identify or answer questions about some key details that support the main idea/message.</td>
<td><strong>I-3</strong>: explain how key details support the main ideas or message.</td>
<td></td>
<td><strong>Audiences include but are not limited to:</strong> Peers (one to one) Small group (one to a group) Whole group (one to many)</td>
<td></td>
</tr>
<tr>
<td><strong>PE/E-4</strong>: retell a familiar text.</td>
<td><strong>B-4</strong>: retell a variety of texts.</td>
<td><strong>I-4</strong>: recount a variety of texts.</td>
<td></td>
<td><strong>Supports include but are not limited to:</strong> context and visual aids.</td>
<td></td>
</tr>
<tr>
<td><strong>PE/E-5</strong>: Use information gained from illustrations (e.g., maps, photographs) to better understand the text.</td>
<td>Use information gained from illustrations (e.g., maps, photographs) to better understand the text.</td>
<td><strong>I-5</strong> Use information gained from illustrations (e.g., maps, photographs) to better understand the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grades 2-3 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 folktalest 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.

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, folktalest, 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 Standards

## RECEPTIVE COMMUNICATION

### Listening and Reading

<table>
<thead>
<tr>
<th>AZ ELP - Standard 2</th>
<th>Pre-Emergent/Emergent</th>
<th>Basic</th>
<th>Intermediate</th>
<th>AZ ELA Standard Alignment</th>
<th>Instructional Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of each language proficiency level, an English learner can:</td>
<td>With <strong>substantial support</strong>, apply an emerging set of strategies to:</td>
<td>With <strong>moderate support</strong>, apply a developing set of strategies to:</td>
<td>With <strong>light support</strong>, apply a wide range of strategies to:</td>
<td>Reading</td>
<td><strong>Purpose for using language include but are not limited to:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PE/E-1</strong>: recognize the meaning of frequently occurring words, phrases, and expressions.</td>
<td><strong>B-1</strong>: determine the meaning of frequently occurring academic and content-specific words and phrases.</td>
<td><strong>I-1</strong>: determine the meaning of less-frequently occurring words and phrases and content specific words.</td>
<td><strong>Reading Literature</strong>: 2.RL.4, 3.RL.4</td>
<td>describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</td>
</tr>
<tr>
<td></td>
<td><strong>PE/E-2</strong>: recognize the meanings of common idiomatic expressions.</td>
<td><strong>B-1</strong>: 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.</td>
<td><strong>I-1</strong>: 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.</td>
<td><strong>Reading Informational</strong>: 2.RI.4, 3.RI.4</td>
<td><strong>Informational text types include but are not limited to:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PE/E-2</strong>: apply information from visual aids, reference materials, and a developing knowledge of grade-</td>
<td><strong>B-1</strong>: apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-</td>
<td><strong>I-1</strong>: apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-</td>
<td><strong>Language</strong>: 2.L.4, 3.L.4 2.L.5, 3.L.5</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Literary text types include but are not limited to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Audiences include but are not limited to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Peers (one to one)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Small group (one to a group)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Whole group (one to many)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Supports include but are not limited to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>context and visual aids.</td>
</tr>
</tbody>
</table>
## Grades 2-3 Standards

<table>
<thead>
<tr>
<th></th>
<th>appropriate English morphology to determine meaning of unknown words.</th>
<th>knowledge of grade-appropriate English morphology to determine meaning of unknown words.</th>
<th>and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</th>
</tr>
</thead>
</table>

### 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).

**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 Standards

PRODUCTIVE COMMUNICATION
Speaking and Writing

<table>
<thead>
<tr>
<th>AZ ELP - Standard 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of each language proficiency level, an English learner can:</td>
</tr>
<tr>
<td><strong>Pre-Emergent/Basic/Intermediate</strong></td>
</tr>
<tr>
<td><strong>AZ ELA Standard Alignment</strong></td>
</tr>
<tr>
<td><strong>Instructional Supports</strong></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Purposes for using language include but are not limited to:</strong></td>
</tr>
<tr>
<td><strong>Informational text types include but are not limited to:</strong></td>
</tr>
<tr>
<td><strong>Literary text types include but are not limited to:</strong></td>
</tr>
<tr>
<td><strong>Audiences include but are not limited to:</strong></td>
</tr>
<tr>
<td><strong>Supports include but are not limited to:</strong></td>
</tr>
</tbody>
</table>

**Speaking and Writing**

- **Pre-Emergent**
  - With **substantial support**, apply an emerging set of strategies to:
  - **PE/E-1**: deliver short oral presentations that include a few details.

- **Basic**
  - With **moderate support**, apply a developing set of strategies to:
  - **B-1**: deliver short oral presentations that include some details to develop a topic.

- **Intermediate**
  - With **light support**, apply a wide range of strategies to:
  - **I-1**: deliver oral presentations that include details and examples to develop a topic.

**Writing**

- 2.W.2, 3.W.2

**Speaking and Listening**

- 2.SL.4, 3.SL.4

**Language**

- 2.L.2, 3.L.2

**Purposes for using language include but are not limited to:**
- describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

**Informational text types include but are not limited to:**
- 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.

**Literary text types include but are not limited to:**
- stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.

**Audiences include but are not limited to:**
- Peers (one to one)
- Small group (one to a group)
- Whole group (one to many)

**Supports include but are not limited to:**
- context and visual aids.
### Grades 2-3 Standards

#### 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.

**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.
### AZ ELP - Standard 4

<table>
<thead>
<tr>
<th>By the end of each language proficiency level, an English learner can:</th>
<th>Pre-Emergent/ Emergent</th>
<th>Basic</th>
<th>Intermediate</th>
<th>AZ ELA Standard Alignment</th>
<th>Instructional Supports</th>
</tr>
</thead>
</table>
| construct grade appropriate oral and written claims and support them with reasoning and evidence. | With **substantial support**, apply an emerging set of strategies to: | With **moderate support**, apply a developing set of strategies to: | With **light support**, apply a wide range of strategies to: | Writing: 2. W.1, 3.W.1, Speaking and Listening: 2.SL.4, 3.SL.4 Language 2.L.6, 3.L.6 | **Purposes for using language include but are not limited to:** describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  
**Informational text types include but are not limited to:** 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.  
**Literary text types include but are not limited to:** stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  
**Audiences include but are not limited to:** Peers (one to one), Small group (one to a group), Whole group (one to many)  
**Supports include but are not limited to:** context and visual aids. |
| PE/E-1: express an opinion on a provided topic. | PE/E-2: supply a reason that supports the opinion. | PE/E-3: use simple words that signal actions and emotions. | | | |
| B-1: express an opinion on a topic. | B-2: supply a reason that supports the opinion and is based on some textual evidence. | B-3: use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs. | | | |
| I-1: express an opinion on a topic with details. | I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. | I-3: use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. | | |
## Grades 2-3 Standards

### 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).

### 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 Standards

### PRODUCTIVE COMMUNICATION

**Speaking and Writing**

<table>
<thead>
<tr>
<th>AZ ELP - Standard 5</th>
<th>Pre-Emergent/Emergent</th>
<th>Basic</th>
<th>Intermediate</th>
<th>AZ ELA Standard Alignment</th>
<th>Instructional Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of each language proficiency level, an English learner can:</strong></td>
<td>With <strong>substantial support</strong>, apply an emerging set of strategies to:</td>
<td>With <strong>moderate support</strong>, apply a developing set of strategies to:</td>
<td>With <strong>light support</strong>, apply a wide range of strategies to:</td>
<td><strong>Writing:</strong> 2.W.5, 3.W.5</td>
<td><strong>Purpose for using language include but are not limited to:</strong> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</td>
</tr>
<tr>
<td></td>
<td><strong>PE/E 1:</strong> show a developing awareness of the difference between appropriate language for the playground and language for the classroom.</td>
<td><strong>B-1:</strong> show awareness of differences between informal “playground speech” and language appropriate to the classroom.</td>
<td><strong>I-1:</strong> shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time.</td>
<td><strong>Speaking and Listening:</strong> 2.SL.6, 3.SL.6</td>
<td><strong>Informational text types include but are not limited to:</strong> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>PE/E-3:</strong> use simple words that signal actions and emotions.</td>
<td><strong>B-3:</strong> use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.</td>
<td><strong>I-3:</strong> use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.</td>
<td><strong>Language:</strong> 2.L.6, 3.L.6</td>
<td><strong>Literary text types include but are not limited to:</strong> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</td>
</tr>
<tr>
<td></td>
<td><strong>Audiences include but are not limited to:</strong> Peers (one to one) Small group (one to a group) Whole group (one to many)</td>
<td><strong>Supports include but are not limited to:</strong> context and visual aids.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Grades 2-3 Standards

<table>
<thead>
<tr>
<th>AZ ELA Standard Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 2</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
</tr>
<tr>
<td>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.)</td>
</tr>
<tr>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

| **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 Standards

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

<table>
<thead>
<tr>
<th>AZ ELP - Standard 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of each language proficiency level, an English learner can:</strong></td>
</tr>
<tr>
<td>Pre-Emergent/Emergent</td>
</tr>
<tr>
<td>Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</td>
</tr>
<tr>
<td>With <strong>substantial support</strong>, apply an emerging set of strategies to:</td>
</tr>
<tr>
<td>PE/E-1: Participate in short conversations and discussions about familiar topics.</td>
</tr>
<tr>
<td>PE/E-2: Participate in short written exchanges about familiar topics.</td>
</tr>
<tr>
<td>PE/E-3: Take turns when engaged in discussion.</td>
</tr>
<tr>
<td>PE/E-4: Respond to simple yes/no and wh-questions.</td>
</tr>
<tr>
<td>PE/E-5: Contribute own comments.</td>
</tr>
<tr>
<td>With <strong>moderate support</strong>, apply a developing set of strategies to:</td>
</tr>
<tr>
<td>B-1: Participate in short discussions about familiar topics and texts.</td>
</tr>
<tr>
<td>B-2: Participate in written exchanges about familiar topics and texts.</td>
</tr>
<tr>
<td>B-3: Follow the agreed upon rules for discussion.</td>
</tr>
<tr>
<td>B-4: Ask questions to gain information or clarify understanding.</td>
</tr>
<tr>
<td>B-5: Respond to comments of others.</td>
</tr>
<tr>
<td>With <strong>light support</strong>, apply a wide range of strategies to:</td>
</tr>
<tr>
<td>I-1: Participate in extended conversations and discussions about a variety of topics and texts.</td>
</tr>
<tr>
<td>I-2: Participate in extended written exchanges about a variety of topics and texts.</td>
</tr>
<tr>
<td>I-3: Express own ideas clearly using the rules for discussion.</td>
</tr>
<tr>
<td>I-4: Pose and respond to relevant questions.</td>
</tr>
<tr>
<td>I-5: Build on the ideas of others.</td>
</tr>
</tbody>
</table>

**Writing:** 2.W.6, 3.W.6
**Speaking and Listening:** 2.SL.1, 3.SL.1

- **Purposes for using language include but are not limited to:**
  - Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

- **Informational text types include but are not limited to:**
  - 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.

- **Literary text types include but are not limited to:**
  - Stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.

- **Audiences include but are not limited to:**
  - Peers (one to one)
  - Small group (one to a group)
  - Whole group (one to many)

- **Supports include but are not limited to:**
  - Context and visual aids.
Grades 2-3 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.

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 Standards

**INTERACTIVE COMMUNICATION**

*Listening, Speaking, Reading, and Writing*

<table>
<thead>
<tr>
<th>AZ ELP - Standard 7</th>
<th>By the end of each language proficiency level, an English learner can:</th>
<th>Pre-Emergent/ Emerging</th>
<th>→</th>
<th>Basic</th>
<th>→</th>
<th>Intermediate</th>
<th>AZ ELA Standard Alignment</th>
<th>Instructional Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>conduct research and evaluate and communicate findings to answer questions or solve problems.</td>
<td>With <strong>substantial support</strong>, apply an emerging set of strategies to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing: 2.W.7, 3.W.7 2.W.8, 3.W.8 Speaking and Listening: 2.SL.4, 3.SL.4</td>
<td><strong>Purposes for using language include but are not limited to:</strong> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. <strong>Informational text types include but are not limited to:</strong> 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. <strong>Literary text types include but are not limited to:</strong> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on. <strong>Audiences include but are not limited to:</strong> Peers (one to one) Small group (one to a group) Whole group (one to many) <strong>Supports include but are not limited to:</strong> context and visual aids.</td>
<td></td>
</tr>
<tr>
<td><strong>PE/E-1:</strong> gather information from provided resources to answer a question.</td>
<td>With <strong>moderate support</strong>, apply a developing set of strategies to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PE/E-2:</strong> Respond to a question or problem based on information from provided resources.</td>
<td>With <strong>light support</strong>, apply a wide range of strategies to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B-1:</strong> gather information from multiple provided resources to answer a question.</td>
<td><strong>B-2:</strong> Respond to a question or problem based gathered information from multiple sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I-1:</strong> gather information from print and digital provided resources to answer a question.</td>
<td><strong>I-2:</strong> Respond to a question or problem based gathered information from multiple (digital and print) sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Grades 2-3 Standards

### Grade 2

**Writing**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.W.7</td>
<td>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).</td>
</tr>
<tr>
<td>2.W.8</td>
<td>Recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
</tbody>
</table>

**Speaking and Listening**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.SL.4</td>
<td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
</tr>
</tbody>
</table>

### Grade 3

**Writing**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.W.7</td>
<td>Conduct short research projects that build knowledge about a topic.</td>
</tr>
<tr>
<td>3.W.8</td>
<td>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
</tr>
</tbody>
</table>

**Speaking and Listening**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.SL.4</td>
<td>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.</td>
</tr>
</tbody>
</table>
Grades 2-3 Standards

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

<table>
<thead>
<tr>
<th>AZ ELP - Standard 8</th>
<th>Pre-Emergent/ Emergent</th>
<th>Basic</th>
<th>Intermediate</th>
<th>AZ ELA Standard Alignment</th>
<th>Instructional Supports</th>
</tr>
</thead>
</table>
| By the end of each language proficiency level, an English learner can: | analyze and critique the arguments of others orally and in writing. | With **substantial support**, apply an emerging set of strategies to: | With **moderate support**, apply a developing set of strategies to: | With **light support**, apply a wide range of strategies to: | **Reading**

**Informational:**
- 2.RI.8, 3.RI.8

**Writing:**
- 2.W.1, 3.W.1b

**Speaking and Listening:**
- 2.SL.3, 3.SL.3

**Language:**
- 2.L.6, 3.L.6

**Purposes for using language include but are not limited to:**
- describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

**Informational text types include but are not limited to:**
- 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.

**Literary text types include but are not limited to:**
- stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.

**Audiences include but are not limited to:**
- Peers (one to one)
- Small group (one to a group)
- Whole group (one to many)

**Supports include but are not limited to:**
- context and visual aids.

| **PE/E-1:** identify a reason an author or speaker gives to support a main point. | With **substantial support**, apply an emerging set of strategies to: | With **moderate support**, apply a developing set of strategies to: | With **light support**, apply a wide range of strategies to: | **Reading**

**Informational:**
- 2.RI.8, 3.RI.8

**Writing:**
- 2.W.1, 3.W.1b

**Speaking and Listening:**
- 2.SL.3, 3.SL.3

**Language:**
- 2.L.6, 3.L.6

**Purposes for using language include but are not limited to:**
- describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

**Informational text types include but are not limited to:**
- 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.

**Literary text types include but are not limited to:**
- stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.

**Audiences include but are not limited to:**
- Peers (one to one)
- Small group (one to a group)
- Whole group (one to many)

**Supports include but are not limited to:**
- context and visual aids.

| **PE/E-2:** respond to yes-no, either-or, and wh- questions about what an author or speaker says. | With **moderate support**, apply a developing set of strategies to: | With **light support**, apply a wide range of strategies to: | **Reading**

**Informational:**
- 2.RI.8, 3.RI.8

**Writing:**
- 2.W.1, 3.W.1b

**Speaking and Listening:**
- 2.SL.3, 3.SL.3

**Language:**
- 2.L.6, 3.L.6

**Purposes for using language include but are not limited to:**
- describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

**Informational text types include but are not limited to:**
- 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.

**Literary text types include but are not limited to:**
- stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.

**Audiences include but are not limited to:**
- Peers (one to one)
- Small group (one to a group)
- Whole group (one to many)

**Supports include but are not limited to:**
- context and visual aids.

| **PE/E-3:** Use describing words. | With **moderate support**, apply a developing set of strategies to: | With **light support**, apply a wide range of strategies to: | **Reading**

**Informational:**
- 2.RI.8, 3.RI.8

**Writing:**
- 2.W.1, 3.W.1b

**Speaking and Listening:**
- 2.SL.3, 3.SL.3

**Language:**
- 2.L.6, 3.L.6

**Purposes for using language include but are not limited to:**
- describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

**Informational text types include but are not limited to:**
- 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.

**Literary text types include but are not limited to:**
- stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.

**Audiences include but are not limited to:**
- Peers (one to one)
- Small group (one to a group)
- Whole group (one to many)

**Supports include but are not limited to:**
- context and visual aids.
Grades 2-3 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
W.2.1: 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
SL.2.3: 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).

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 b.: 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 Standards

**LANGUAGE**

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

<table>
<thead>
<tr>
<th>AZ ELP - Standard 9</th>
<th>Pre-Emergent/Emergent</th>
<th>Basic</th>
<th>Intermediate</th>
<th>AZ ELA Standard Alignment</th>
<th>Instructional Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of each language proficiency level, an English learner can:</td>
<td>With <strong>substantial support</strong>, apply an emerging set of strategies to:</td>
<td>With <strong>moderate support</strong>, apply a developing set of strategies to:</td>
<td>With <strong>light support</strong>, apply a wide range of strategies to:</td>
<td><strong>Writing:</strong> 2.W.1, 3.W.1 2.W.2, 3.W.2, 2.W.3, 3.W.3</td>
<td><strong>Purposes for using language include but are not limited to:</strong> describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</td>
</tr>
<tr>
<td></td>
<td>create clear and coherent grade-appropriate speech and text.</td>
<td></td>
<td></td>
<td><strong>Speaking and Listening:</strong> 2.SL.1, 3.SL.1 2.SL.3, 3.SL.3</td>
<td><strong>Informational text types include but are not limited to:</strong> 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.</td>
</tr>
<tr>
<td></td>
<td>PE/E-1: Apply understanding of how text types are organized (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) in simple texts.</td>
<td>PE/E-2: Apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words.</td>
<td>PE/E-2: Apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words.</td>
<td><strong>Literary text types include but are not limited to:</strong> stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B-1: Apply understanding of how text types are organized (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) in increasingly complex texts.</td>
<td>B-2: Apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words.</td>
<td>I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</td>
<td><strong>Audiences include but are not limited to:</strong> Peers (one to one) Small group (one to a group) Whole group (one to many)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I-1: Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</td>
<td></td>
<td></td>
<td><strong>Supports include but are not limited to:</strong> context and visual aids.</td>
<td></td>
</tr>
</tbody>
</table>
Grades 2-3 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.)

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 Standards

### LANGUAGE

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

### AZ ELP - Standard 10

<table>
<thead>
<tr>
<th>By the end of each language proficiency level, an English learner can:</th>
<th>Pre-Emergent/Emergent</th>
<th>Basic</th>
<th>Intermediate</th>
<th>AZ ELA Standard Alignment</th>
<th>Instructional Supports</th>
</tr>
</thead>
</table>
| make accurate use of standard English to communicate in grade appropriate speech and writing. | With **substantial support**, apply an emerging set of strategies to: | With **moderate support**, apply a developing set of strategies to: | With **light support**, apply a wide range of strategies to: | Language: 2.L.1, 3.L.1 2.L.2, 3.L.2 2.L.3, 3.L.3 | **Purposes for using language include but are not limited to:** describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.  
**Informational text types include but are not limited to:** 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.  
**Literary text types include but are not limited to:** stories (e.g., historical fiction, myths, graphic novels), poetry, read-alouds, drama, and so on.  
**Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)  
**Supports include but are not limited to:** context and visual aids. |
<p>| PE/E-1: using some familiar singular and plural nouns. | B-1: using an increasing range of singular and plural nouns. | I-1: using grade-appropriate singular and plural nouns. | | PE/E-2: using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives). | B-2: using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives). | I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). |
| PE/E-3: recognizing possessive nouns (e.g. That is Mary’s backpack.). | B-3: using possessive with some familiar nouns (e.g. That is Mary’s backpack.). | I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary’s backpack). | | PE/E-4: beginning to use personal subject and object pronouns. | B-4: using personal subject and object pronouns. | I-4: using personal (subject and object), possessive, and indefinite pronouns. |</p>
<table>
<thead>
<tr>
<th>Grades 2-3 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PE/E-6</strong>: using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g. had, was, went).</td>
</tr>
<tr>
<td><strong>B-6</strong>: using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g. ate, ran, sang).</td>
</tr>
<tr>
<td><strong>I-6</strong>: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. drank, sat, wrote).</td>
</tr>
<tr>
<td><strong>PE/E-7</strong>: using some familiar verbs in the future with “going to”.</td>
</tr>
<tr>
<td><strong>B-7</strong>: using an increasing range of verbs in the future with “going to” and “will”.</td>
</tr>
<tr>
<td><strong>I-7</strong>: using grade-appropriate verbs in the future with “going to” and “will”.</td>
</tr>
<tr>
<td><strong>PE/E-8</strong>: Applying subject-verb agreement using familiar nouns and verbs.</td>
</tr>
<tr>
<td><strong>B-8</strong>: Applying subject-verb agreement using and increasing range of nouns and verbs.</td>
</tr>
<tr>
<td><strong>I-8</strong>: Applying subject-verb agreement using grade-appropriate nouns and verbs.</td>
</tr>
<tr>
<td><strong>PE/E-9</strong>: recognizing and use some frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</td>
</tr>
<tr>
<td><strong>B-9</strong>: using an increasing number of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</td>
</tr>
<tr>
<td><strong>I-9</strong>: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</td>
</tr>
<tr>
<td><strong>PE/E-10</strong>: 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.</td>
</tr>
<tr>
<td><strong>B-10</strong>: 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.</td>
</tr>
<tr>
<td><strong>I-10</strong>: using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</td>
</tr>
<tr>
<td><strong>PE/E-11</strong>: using some simple, frequently occurring conjunctions (e.g., and, but).</td>
</tr>
<tr>
<td><strong>B-11</strong>: using a wider range of frequently occurring conjunctions (e.g., and, but, because).</td>
</tr>
<tr>
<td><strong>I-11</strong>: using frequently occurring conjunctions (e.g., and, but, or, so, because).</td>
</tr>
</tbody>
</table>
### Grades 2-3 Standards

<table>
<thead>
<tr>
<th>PE/E-12: beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.</th>
<th>B-12: increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</th>
<th>I-12: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</th>
</tr>
</thead>
</table>

#### 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

**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.
c. Use commas and quotation marks in dialogue.
<table>
<thead>
<tr>
<th>Grades 2-3 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Form and use possessives.</td>
</tr>
<tr>
<td><strong>3.L.3:</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>a. Choose words and phrases for effect.</td>
</tr>
<tr>
<td>b. Recognize and observe differences between the conventions of spoken and written Standard English.</td>
</tr>
</tbody>
</table>