

## Grade 2 Reading

<b>2010 AZ English Language Arts Standards (ELA)</b>	<b>English Language Proficiency Standards (ELPS)</b>	
<b>Reading - Stage I</b>		
<b>Standard 1: The student will demonstrate understanding of print concepts of the English language.</b>		
<b>2.RL.1 (Literature)</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
<b>2.RI.1 (Informational Text)</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.		
<b>2.RF.1 (Foundational Skills)</b> none		
<b>2.RL.2 (Literature)</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
<b>2.RI.2 (Informational Text)</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		
<b>2.RF.2 (Foundational Skills)</b> none		
<b>2.RL.3 (Literature)</b> Describe how characters in a story respond to major events and challenges.		
<b>2.RI.3 (Informational Text)</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
<b>2.RF.3 (Foundational Skills)</b> Know and apply grade-level		

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phonics and word analysis skills in decoding words.		
<b>2.RL.4 (Literature)</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		
<b>2.RI.4 (Informational Text)</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>		
<b>2.RF.4 (Foundational Skills)</b> Read with sufficient accuracy and fluency to support comprehension.		
<b>2.RL.5 (Literature)</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
<b>2.RI.5 (Informational Text)</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		
<b>2.RL.6 (Literature)</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
<b>2.RI.6 (Informational Text)</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		

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<p><b>2.RL.7 (Literature)</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>		
<p><b>2.RI.7 (Informational Text)</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		
<p><b>2.RL.8 (Literature)</b> (Not applicable to literature)</p>		
<p><b>2.RI.8 (Informational Text)</b> Describe how reasons support specific points the author makes in a text.</p>		
<p><b>2.RL.9 (Literature)</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>		
<p><b>2.RI.9 (Informational Text)</b> Compare and contrast the most important points presented by two texts on the same topic.</p>		
<p><b>2.RL.10 (Literature)</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
<p><b>2.RI.10 (Informational Text)</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		

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<p>a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>(AZ.2.RI.10)</b></p>		
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<b>2010 AZ English Language Arts Standards (ELA)</b>	<b>English Language Proficiency Standards (ELPS)</b>	
<b>Reading - Stage I</b>		
<b>Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</b>		
<b>2.RL.1 (Literature)</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
<b>2.RI.1 (Informational Text)</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.		
<b>2.RF.1 (Foundational Skills)</b> none		
<b>2.RL.2 (Literature)</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
<b>2.RI.2 (Informational Text)</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		
<b>2.RF.2 (Foundational Skills)</b> none		

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<p><b>2.RL.3 (Literature)</b> Describe how characters in a story respond to major events and challenges.</p>		
<p><b>2.RI.3 (Informational Text)</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>		
<p><b>2.RF.3 (Foundational Skills)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words. <b>(a only)</b></p>	<p>Phonemic Awareness</p>
	<p>HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels. <b>(b only and only in reference to a skill area)</b></p>	<p>Decoding</p>
<p><b>2.RL.4 (Literature)</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>		
<p><b>2.RI.4 (Informational Text)</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i></p>		
<p><b>2.RF.4 (Foundational Skills)</b> Read with sufficient accuracy and fluency to support comprehension.</p>		

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<b>2.RL.5 (Literature)</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
<b>2.RI.5 (Informational Text)</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		
<b>2.RL.6 (Literature)</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
<b>2.RI.6 (Informational Text)</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
<b>2.RL.7 (Literature)</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
<b>2.RI.7 (Informational Text)</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		
<b>2.RL.8 (Literature)</b> (Not applicable to literature)		
<b>2.RI.8 (Informational Text)</b> Describe how reasons support specific points the author makes in a text.		

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<p><b>2.RL.9 (Literature)</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>		
<p><b>2.RI.9 (Informational Text)</b> Compare and contrast the most important points presented by two texts on the same topic.</p>		
<p><b>2.RL.10 (Literature)</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
<p><b>2.RI.10 (Informational Text)</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>(AZ.2.RI.10)</b></p>		



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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage I		
Standard 3: The student will read analyze text for expression, enjoyment, and response to other related content areas.		
<b>2.RL.1 (Literature)</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
<b>2.RI.1 (Informational Text)</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.		
<b>2.RF.1 (Foundational Skills)</b> none		
<b>2.RL.2 (Literature)</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
<b>2.RI.2 (Informational Text)</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		
<b>2.RF.2 (Foundational Skills)</b> none		
<b>2.RL.3 (Literature)</b> Describe how characters in a story respond to major events and challenges.		

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<p><b>2.RI.3 (Informational Text)</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>		
<p><b>2.RF.3 (Foundational Skills)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
<p><b>2.RL.4 (Literature)</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>		
<p><b>2.RI.4 (Informational Text)</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i></p>		
<p><b>2.RF.4 (Foundational Skills)</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. <b>(b only)</b></p>	<p>Fluency</p>
<p><b>2.RL.5 (Literature)</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>		
<p><b>2.RI.5 (Informational Text)</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>		
<p><b>2.RL.6 (Literature)</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each</p>		

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character when reading dialogue aloud.		
<b>2.RI.6 (Informational Text)</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
<b>2.RL.7 (Literature)</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
<b>2.RI.7 (Informational Text)</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		
<b>2.RL.8 (Literature)</b> (Not applicable to literature)		
<b>2.RI.8 (Informational Text)</b> Describe how reasons support specific points the author makes in a text.		
<b>2.RL.9 (Literature)</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		
<b>2.RI.9 (Informational Text)</b> Compare and contrast the most important points presented by two texts on the same topic.		
<b>2.RL.10 (Literature)</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

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<p><b>2.RI.10 (Informational Text)</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>(AZ.2.RI.10)</b></p>		
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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage I		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
<b>2.RL.1 (Literature)</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	HI-3: locating facts and answering questions about text.	Fiction/Non-Fiction
	HI-4: asking questions to clarify text.	Fiction/Non-Fiction
	HI-7: summarizing the main idea and details from text, using complete sentences. <b>(Only in reference to a skill area)</b>	Fiction/Non-Fiction
	HI-10: identifying cause and effect of specific events in a literary selection. <b>(Only in reference to a skill area)</b>	Fiction/Non-Fiction
	HI-11: describing characters from a literary selection. <b>(Only in reference to a skill area)</b>	Fiction
	HI-12: describing the setting from a literary selection. <b>(Only in reference to a skill area)</b>	Fiction
	HI-13: summarizing the key events from a literary selection. <b>(Only in reference to a skill area)</b>	Fiction

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	HI-14: identifying and describing the plot in a literary selection. <b>(Only in reference to a skill area)</b>	Fiction
<b>2.RI.1 (Informational Text)</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	HI-3: locating facts and answering questions about text.	Fiction/Non-Fiction
	HI-4: asking questions to clarify text.	Fiction/Non-Fiction
	HI-7: summarizing the main idea and details from text, using complete sentences. <b>(Only in reference to a skill area)</b>	Fiction/Non-Fiction
	HI-10: identifying cause and effect of specific events in a literary selection. <b>(Only in reference to a skill area)</b>	Fiction/Non-Fiction
<b>2.RF.1 (Foundational Skills)</b> none		
<b>2.RL.2 (Literature)</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		

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<p><b>2.RI.2 (Informational Text)</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>HI-7: summarizing the main idea and details from text, using complete sentences. <b>(Only in reference to a skill area)</b></p>	<p>Fiction/Non-Fiction</p>
<p><b>2.RF.2 (Foundational Skills)</b> none</p>		
<p><b>2.RL.3 (Literature)</b> Describe how characters in a story respond to major events and challenges.</p>	<p>HI-11: describing characters from a literary selection.</p>	<p>Fiction</p>
<p><b>2.RI.3 (Informational Text)</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>See Stage V following.</b></p>	<p>HI-10: identifying cause and effect of specific events in a literary selection. <b>(Only in reference to a skill area)</b></p>	<p>Fiction/Non-Fiction</p>
	<p>HI-16: following multiple-step positive and negative written directions which include prepositions. <b>(Only in reference to a skill area)</b></p>	<p>Non-Fiction</p>
<p><b>Reading - Stage V (2.RL.3 only)</b></p>		
<p><b>2.RI.3 (Informational Text) Stage V</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>HI-22 carrying out to completion a set of written multiple-step directions/instructions</p>	<p>Non-Fiction</p>
<p><b>2.RF.3 (Foundational Skills)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
<p><b>2.RL.4 (Literature)</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated</p>	<p>HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia)</p>	<p>Fiction/Non-Fiction</p>

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lines) supply rhythm and meaning in a story, poem, or song.	in a literary selection.	
<b>2.RI.4 (Informational Text)</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>		
<b>2.RF.4 (Foundational Skills)</b> Read with sufficient accuracy and fluency to support comprehension.		
<b>2.RL.5 (Literature)</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	HI-12: describing the setting from a literary selection. <b>(Only in reference to a skill area)</b>	Fiction
	HI-14: identifying and describing the plot in a literary selection.	Fiction
<b>2.RI.5 (Informational Text)</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	HI-8: extracting and interpreting specific information from external text features of text.	Fiction/Non-Fiction
	HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information.	Non-Fiction
	HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.	Non-Fiction



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<p><b>2.RL.6 (Literature)</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>		
<p><b>2.RI.6 (Informational Text)</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>HI-9: identifying the author’s purpose for writing a book.</p>	<p>Fiction/Non-Fiction</p>
<p><b>2.RL.7 (Literature)</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>HI-8: extracting and interpreting specific information from external text features of text. <b>(Only in reference to a skill area.)</b></p>	<p>Fiction/Non-Fiction</p>
	<p>HI-11: describing characters from a literary selection.</p>	<p>Fiction</p>
	<p>HI-12: describing the setting from a literary selection.</p>	<p>Fiction</p>
	<p>HI-13: summarizing the key events from a literary selection.</p>	<p>Fiction</p>
	<p>HI-14: identifying and describing the plot in a literary selection.</p>	<p>Fiction</p>
<p><b>2.RI.7 (Informational Text)</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>HI-8: extracting and interpreting specific information from external text features of text.</p>	<p>Fiction/Non-Fiction</p>
<p><b>2.RI.8 (Informational Text)</b> Describe how reasons support specific points the author makes in a text.</p>		
<p><b>2.RL.9 (Literature)</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories)</p>	<p>HI-6: making connections to text while reading (text-to-text and text-to-self).</p>	<p>Fiction/Non-Fiction</p>

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<p>by different authors or from different cultures.</p>		
<p><b>2.RI.9 (Informational Text)</b> Compare and contrast the most important points presented by two texts on the same topic.</p>		
<p><b>2.RL.10 (Literature)</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
<p><b>2.RI.10 (Informational Text)</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>(AZ.2.RI.10)</b></p>		