

Grades 2-3

Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. AZ ELP 2-3.1

- I-1 Ask and answer questions about key details that support the main idea by using evidence from a text. AZ ELP 2-3.1.I-1
- I-2 Explain the central idea, lesson, and moral using key details. AZ ELP 2-3.1.I-2
- I-3 Explain how key details support the main idea or message. AZ ELP 2-3.1.I-3
- I-4 Recount a variety of texts using key details. AZ ELP 2-3.1.I-4
- I-5 Identify and describe similarities and differences between two texts. AZ ELP 2-3.1.I-5

Determine the meaning of words and phrases in oral presentations and literary and informational text AZ ELP 2-3.2

- I-1 Determine the meaning of less frequently occurring words and phrases and content specific words. AZ ELP 2-3.2.I-1
- I-2 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. AZ ELP 2-3.2.I-2
- I-3 Apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words. AZ ELP 2-3.2.I-3

Speak and write about grade appropriate complex literary and informational texts and topics. AZ ELP 2-3.3

- I-1 deliver oral presentations that include details and examples to develop a topic. AZ ELP 2-3.3.I-1
- I-2 compose written narratives using appropriate conventions that include details and examples to develop a topic. AZ ELP 2-3.3.I-2
- I-3 compose informational texts that include details and examples to develop a topic while using appropriate conventions. AZ ELP 2-3.3.I-3
- I-4 produce writing with appropriate organization on a variety of topics, experiences, or events. AZ ELP 2-3.3.I-4

Construct grade appropriate oral and written claims and support them with reasoning and evidence. AZ ELP 2-3.4

- I-1 express an opinion about a given topic or text. AZ ELP 2-3.4.I-1
- I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. AZ ELP 2-3.4.I-2

I-3 use gradeappropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. AZ ELP 2-3.4.I-3

I-4 provide a conclusion that summarizes the opinion presented AZ ELP 2-3.4.I-4

Adapt language choices to purpose, task, and audience when speaking and writing. AZ ELP 2-3.5

I-1 shift appropriately between informal “playground speech” and language appropriate to the classroom. AZ ELP 2-3.5.I-1

I-2 use grade appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. AZ ELP 2-3.5.I-2

Participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. AZ ELP 2-3.6

I-1 participate in extended conversations and discussions about a variety of topics and texts. AZ ELP 2-3.6.I-1

I-2 participate in extended written exchanges about a variety of topics and texts. AZ ELP 2-3.6.I-2

I-3 express own ideas using the rules for discussion. AZ ELP 2-3.6.I-3

I-4 pose and respond to relevant questions about a variety of topics and texts. AZ ELP 2-3.6.I-4

I-5 build on the ideas of others. AZ ELP 2-3.6.I-5

Conduct research and evaluate and communicate findings to answer questions or solve problems. AZ ELP 2-3.7

I-1 gather information from print and digital provided resources to answer questions. AZ ELP 2-3.7.I-1

I-2 respond to a question or problem based on gathered information from multiple (personal experience, digital, and print) sources. AZ ELP 2-3.7.I-2

Analyze and critique the arguments of others orally and in writing. AZ ELP 2-3.8

I-1 explain how an author or speaker uses reasons and evidence to support or fail to support specific points. AZ ELP 2-3.8.I-1

I-2 ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says. AZ ELP 2-3.8.I-2

I-3 use general academic and domain-specific words and phrases that signal spatial and temporal relationships. AZ ELP 2-3.8.I-3

Create clear and coherent grade-appropriate speech and text. AZ ELP 2-3.9

I-1 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). AZ ELP 2-3.9.I-1

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 when writing and speaking. AZ ELP 2-3.9.I-2

Make accurate use of standard English to communicate in grade appropriate speech and writing. AZ ELP 2-3.10

I-1 using grade appropriate singular and plural nouns. AZ ELP 2-3.10.I-1

I-2 using grade appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). AZ ELP 2-3.10.I-2

I-3 using possessives with grade appropriate nouns. (e.g., That is Mary's backpack.). AZ ELP 2-3.10.I-3

I-4 using personal (subject and object), possessive, and indefinite pronouns. AZ ELP 2-3.10.I-4

I-5 using verbs in the past progressive. AZ ELP 2-3.10.I-5

I-6 using grade appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote). AZ ELP 2-3.10.I-6

I-7 using grade appropriate verbs in the future with "going to" and "will". AZ ELP 2-3.10.I-7

I-8 applying subjectverb agreement using grade-appropriate nouns and verbs. AZ ELP 2-3.10.I-8

I-9 using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative). AZ ELP 2-3.10.I-9

I-10 using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause). AZ ELP 2-3.10.I-10

I-11 using frequently occurring conjunctions (e.g., and, but, or, so, because). AZ ELP 2-3.10.I-11

I-12 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. AZ ELP 2-3.10.I-12
