Grade 2 Language

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Language - Stage II		
Standard 1: The student will identify and apply conventions of standard English in his or her communications.		
2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **(Essential: a-f only)** AZ.2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **(Essential)**	HI-2: explaining differences between common and proper nouns in context (singular and plural). **(b only and only in reference to a skill area)**	Noun
	HI-3: converting a given singular noun into plural noun, including irregular. **(b only)**	Noun
	HI-3: using imperative verbs. **(f only)**	Verbs
	HI-4: using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences. **(f only and only in reference to a skill area)**	Verbs
	HI-5: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement. **(f only and only in reference to a skill area)**	Verbs
	HI-6: producing declarative, negative, and interrogative sentences using present progressive tense verbs with	Verbs

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subject-verb agreement. **(f only and only in reference to a skill area)**	
HI-7: producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement. **(f only and only in reference to a skill area)**	Verbs
HI-8: using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement). **(f only and only in reference to a skill area)**	Verbs
HI-9: producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement. **(d and only in reference to a skill area for f)**	Verbs
HI-10: producing declarative, negative, and interrogative sentences using the simple future tense (will, going to) with subject-verb agreement. **(f only and only in reference to a skill area)**	Verbs
HI-11: producing declarative, negative, and interrogative sentences using linking verbs of sensation with subject-verb agreement. **(f only and only in reference to a skill area)**	Verbs
HI-12: producing declarative, negative, and interrogative sentences using linking verbs of being with subject-verb agreement. **(f only and only**	Verbs

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in reference to a skill area)	
HI-13: producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement. **(f only and only in reference to a skill area)**	Verbs
HI-15: producing declarative, negative, and interrogative sentences using modal auxiliaries (will, can, could, may, might, must, should, would) with subject-verb agreement. **(f only and only in reference to a skill area)**	Verbs
HI-1: producing a series of adjectives in the correct order. **(e only and only in reference to a skill area)**	Adjectives
HI-2: using nouns as modifiers. **(e only and only in reference to a skill area for f)**	Adjectives
HI-3: using sensory/personality adjectives. **(e only and only in reference to a skill area)**	Adjectives
HI-4: using singular and plural possessive adjectives (my, your, his, her, its, our, their). **(e only and only in reference to a skill area)**	Adjectives
HI-5: using demonstrative adjectives. **(e only and only in reference to a skill area)**	Adjectives
HI-1: using "when". **(e only and only in reference to a skill area)**	Adjectives
HI-2: using "frequency" adverbs. **(e only and only in reference to a skill area)**	Adjectives
HI-3: using "where" adverbs (i.e., here, there). **(e only and only in reference to a skill**	Adjectives

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area)	
HI-4: using "how/degree" adverbs. **(e only and only in reference to a skill area)**	Adjectives
HI-5: using adjectival adverbs. **(e only and only in reference to a skill area)**	Adjectives
HI-1: using prepositions of location. **(f only)**	Prepositions
HI-2: using prepositions of direction. **(f only)**	Prepositions
HI-3: using prepositions of time. **(f only)**	Prepositions
HI-4: using prepositions of action and movement. **(f only)**	Prepositions
HI-5: using prepositions of opposition. **(f only)**	Prepositions
HI-1: using coordinating conjunctions. **(f only and only in reference to a skill area)**	Conjunctions
HI-1: using noun phrases in a complete sentence. **(e and f only and only in reference to a skill area)**	Phrase and Clause Construction
HI-2: using a joined noun phrase in a complete sentence. **(f only and only in reference to a skill area)**	Phrase and Clause Construction
HI-3: using a demonstrative adjective and a noun in a complete sentence. **(e and f only and only in reference to a skill area)**	Phrase and Clause Construction
HI-4: using a verb phrase in a complete sentence. **(e and f only and only in reference to a skill area)**	Phrase and Clause Construction
HI-5: using a joined verb phrase in a complete sentence. **(f only and only in reference to a skill area)**	Phrase and Clause Construction
HI-6: using a prepositional phrase in a complete sentence	Phrase and Clause

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	Construction
HI-8: using adverbial phrases in a complete sentence. **(e and f only and only in reference to a skill area)**	Phrase and Clause Construction
HI-9: using auxiliary and/or modal auxiliary verb phrases in a complete sentence. **(f only and only in reference to a skill area)**	Phrase and Clause Construction
HI-1: selecting a subject (singular or plural) to complete a given sentence. **(d and f only and only in reference to a skill area)**	Sentence Construction
HI-2: producing sentences using a subject and a verb, with subject-verb agreement. (S-V) **(d and f only and only in reference to a skill area)**	Sentence Construction
HI-3: producing sentences with negative S-V construction, with subject-verb agreement. **(d and f only and only in reference to a skill area)**	Sentence Construction
HI-4: producing sentences with S-V-C construction, using a pronoun as the subject, with subject-verb agreement. **(d, e, and j only and only in reference to a skill area)**	Sentence Construction
HI-5: producing sentences with S-V-C construction with a noun as the subject, with subject-verb agreement. **(d and f only and only in reference to a skill area)**	Sentence Construction
HI-6: producing sentences with S-V-C construction, with plural nouns as the subject, using with subject-verb agreement. **(d and f only and only in reference to a skill area)**	Sentence Construction

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HI-7: producing sentences with S-V-C construction with an adjective as the complement, with subject-verb agreement. **(d and f only and only in reference to a skill area)**	Sentence Construction
HI-8: producing sentences in the negative (S-V-C) construction, with a subject, "to be" and adjective as a complement, with subject-verb agreement. **(d and f only and only in reference to a skill area)**	Sentence Construction
HI-9: producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement. **(d and f only and only in reference to a skill area)**	Sentence Construction
HI-10: producing sentences using a subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P) **(f only and only in reference to a skill area)**	Sentence Construction
HI-11: producing sentences using "There", "to be," subject, and prepositional phrase, with subject-verb agreement. **(d and f only and only in reference to a skill area)**	Sentence Construction
HI-12: producing sentences using subject, verb, and direct object (noun), with subject-verb agreement. (S-V-O) **(f only and only in reference to a skill area)**	Sentence Construction
HI-13: producing sentences using subject, verb, and object pronoun, with subject-verb agreement. (S-V-O) **(f only and only in**	Sentence Construction

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reference to a skill area)	
HI-14: producing sentences using adverbs to modify verbs. **(e only and f only in reference to a skill area)**	Sentence Construction
HI-15: producing imperative sentences. **(f only and only in reference to a skill area)**	Sentence Construction
HI-1: producing questions, using inflection when produced orally. **(f only and only in reference to a skill area)**	Questions
HI-2: producing Yes/No questions in the simple present tense using "to do." **(d and f only and only in reference to a skill area)**	Questions
HI-3: producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses. **(d and f only and only in reference to a skill area)**	Questions
HI-4: producing Yes/No questions in the present progressive tense. **(d and f only and only in reference to a skill area)**	Questions
HI-5: producing Yes/No questions in the simple past tense. **(d and f only and only in reference to a skill area)**	Questions
HI-6: producing Yes/No questions in the simple future tense. **(f only and only in reference to a skill area)**	Questions
HI-7: producing interrogative sentences beginning with "What." **(f only and only in reference to a skill area)**	Questions
HI-8: producing interrogative sentences beginning with "Where." **(f only and only in**	Questions

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	reference to a skill area)	
	HI-9: producing interrogative sentences beginning with "Who." **(f only and only in reference to a skill area)**	Questions
	HI-10: producing interrogative sentences beginning with "When." **(f only and only in reference to a skill area)**	Questions
	HI-11: producing interrogative sentences beginning with "Why." **(f only and only in reference to a skill area)**	Questions
	HI-12: producing interrogative sentences beginning with "How." **(f only and only in reference to a skill area)**	Questions
	HI-13: producing interrogative sentences beginning with "Which." **(f only and only in reference to a skill area)**	Questions
Language - Stage V (2.L.1 only)		
2.L.1 Stage V Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **(Essential: a-f only)**	HI-7: stating when to use reflexive and intensive pronouns; using reflexive and intensive pronouns. **(c only and only in reference to a skill area)**	Pronouns
	HI-2: using possessive adjectives. **(e only and only in reference to a skill area)**	Adjectives
	HI-3: using sensory/personality adjectives. **(e only and only in reference to a skill area)**	Adjectives
	HI-4: using a noun as a modifier. **(e only and only in reference to a skill area)**	Adjectives
	HI-5: using demonstrative	Adjectives

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adjectives. **(e only and only in reference to a skill area)**	
HI-6: defining and using proper adjectives with nouns. **(e only and only in reference to a skill area)**	Adjectives
HI-1: using "when" adverbs. **(e only and only in reference to a skill area)**	Adverbs
HI-2: using "frequency" adverbs. **(e only and only in reference to a skill area)**	Adverbs
HI-3: using "how"/degree adverbs. **(e only and only in reference to a skill area)**	Adverbs
HI-4: using "where" adverbs. **(e only and only in reference to a skill area)**	Adverbs
HI-6: using conjunctive adverbs. **(e only and only in reference to a skill area)**	Adverbs
HI-7: using intensifier adverbs. (e.g., too, not, very, some, any) **(e only and only in reference to a skill area)**	Adverbs
HI-8: using adverbs to show cause and effect. **(e only and only in reference to a skill area)**	Adverbs
HI-9: producing contrast adverbs. **(e only and only in reference to a skill area)**	Adverbs
HI-11: producing sentences with an adverb to modify the verb. **(e only and only in reference to a skill area)**	Sentence Construction
HI-12: producing sentences with an adverb to modify an adjective. **(e only and only in reference to a skill area)**	Sentence Construction
HI-13: producing sentences with an adverb to modify an adverb. **(e only and only in reference to a skill area)**	Sentence Construction
HI-15: producing compound	Sentence

	sentences semicolon. (independent clause; conjunctive adverb + independent clause) **(f only and only in reference to a skill area)**	Construction
	HI-16: producing sentences using reflexive pronouns. **(c only and only in reference to a skill area)**	Sentence Construction
2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **(Essential: c, d, and e only)**		
2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
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. **(Essential: b, c, and e only)**		
2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. **(Essential: a and b only)**		
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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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Language - Stage II		
Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.		
2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **(Essential: a-f only)** AZ.2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **(Essential)**		
2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **(Essential: c, d, and e only)**		
2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	HI-12: applying knowledge of homophones within text. **(Only in reference to a skill area.)**	Vocabulary
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. **(Essential: b, c, and e only)** **See Stage V following.**	HI-2: identifying the meaning of and using sight words. **(Only in reference to a skill area.)**	Vocabulary

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	HI-3: identifying the meaning of and using high frequency words. **(Only in reference to a skill area.)**	Vocabulary
	HI-4: using grade specific academic vocabulary and symbols within context. **(a only and only in reference to a skill area.)**	Vocabulary
	HI-5: applying knowledge of grade-level vocabulary (including content area words) in text. **(a only and only in reference to a skill area.)**	Vocabulary
	HI-6: determining the meaning of compound words using knowledge of individual words. **(d only)**	Vocabulary
	HI-8: constructing meaning by applying knowledge of prefixes. **(b only)**	Vocabulary
	HI-12: applying knowledge of homophones within text. **(Only in reference to a skill area.)**	
	HI-13: determining the meaning of a word by using resources. **(e only)**	
Language - Stage V (2.L.4 only)		
2.L.4 Stage V 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. **(Essential: b, c, and**	HI-5: determining the meaning of compound words. **(d only and only in reference to a skill area.)**	Vocabulary

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e only)		
2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. **(Essential: a and b only)**	HI-11: clarifying word meaning by applying knowledge of synonyms and antonyms to enhance vocabulary. **(b only)**	Vocabulary
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*).		