

Standards for Excellence

ELA/ELD Standards Alignment

Second Grade

B – Beginning
EI – Early Intermediate
I – Intermediate

EA – Early Advanced
A – Advanced

Domain: Reading

Strand: 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: *Students understand the basic features of reading. They select letter patterns and know how to translate them into language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Decoding and Word Recognition 1.1 – 1.6</i>		
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spelling) when reading.	EA/A Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spelling) when reading.	pp. 51, 55, 65, 83, 93, 103, 113
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel= su/per, vowel-consonant vowel = sup/per).	EA/A Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel= su/per, vowel-consonant vowel = sup/per).	pp. 61, 71
1.3 Decode two – syllable nonsense words and regular multisyllable words.	EA/A Decode two – syllable nonsense words and regular multisyllable words.	p. 181
1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	I/A Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	pp. 133
1.5 Identify and correctly use regular plurals(e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	EA/A Identify and correctly use regular plurals(e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	pp. 111, 121, 135, 205
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	EA Read aloud fluently and accurately and with appropriate intonation and expression.	pp. 47, 51, 61, 83, 93
<i>Vocabulary and Concept Development 1.7 – 1.10</i>		
1.7 Understand and explain common antonyms and synonyms.	EA Recognize simple antonyms and synonyms in stories and games (e.g., good, bad; blend, mix).	pp. 35, 67
	A Explain common antonyms and synonyms.	
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	B Read aloud simple words in stories or games (e.g., nouns and adjectives).	pp. 57, 91, 93, 113, 167
	EI Read simple vocabulary phrases and sentences independently.	
	EI Read aloud an increasing number of English words.	
	I Use decoding skills to read more complex words independently.	

	EA/A Read compound words and contractions.	
	EA Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	
	A Apply knowledge of academic and social vocabulary to achieve independent reading.	
1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	I Recognize simple prefixes when attached to known vocabulary (e.g., remove, jumping).	pp. 23, 129, 135, 157, 177, 181, 203, 83, 185, 203, 219
	EA Use simple prefixes and suffixes when attached to known vocabulary.	
1.10 Identify simple multiple-meaning words.	A Recognize words that have multiple meanings in texts.	pp. 45, 77, 173, 215

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Strand: 2.0 READING COMPREHENSION: *Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Structural Features of Information Materials: 2.1</i>		
2.1 Use titles, tables of content, and chapter headings to locate information in expository text.	I While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.	See ELA Teachers Resources as well as Hampton Brown
	EA Read and use basic text features such as title, table of contents, and chapter headings.	
	A Locate and use text features such as title, table of contents, chapter headings, diagrams, and index.	
<i>Comprehension and Analysis of Grade – Level – Appropriated Text 2.2 – 2.8</i>		
2.2 State the purpose in reading (i.e., tell what information is sought).	B Respond orally to stories read to them, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer drawing pictures).	See ELA Teachers Resources as well as Hampton Brown
	B Respond orally to simple stories read to them by answering factual comprehension questions using one – or – two word responses.	
2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.	EI Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	See ELA Teachers Resources as well as Hampton Brown
	I Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what, if, how).	EI Use the content of a story to draw logical inferences.	See ELA Teachers Resources as well as Hampton Brown
	I Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.	
	EA Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.	
2.5 Restate facts and details in the text to clarify and organize ideas..	EA Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	See ELA Teachers Resources as well as Hampton Brown

2.6 Recognize cause-and-effect relationships in a text.	EA Read and orally respond to stories and texts by answering factual comprehension questions about cause-and-effect relationships.	See ELA Teachers Resources as well as Hampton Brown
2.7 Interpret information from diagrams, charts and graphs.	A Locate and use text features such as title, table of contents, chapter headings, diagrams, and index.	See ELA Teachers Resources as well as Hampton Brown
2.8 Follow two -step written instructions.	<p>B Understand and follow simple one-step directions for classroom or work--related activities.</p> <p>EI Understand and follow simple two-step directions of classroom or work-related activities.</p> <p>I Understand and follow some multi-step directions for classroom-related activities.</p>	See ELA Teachers Resources as well as Hampton Brown

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Strand: 3.0 LITERARY RESPONSES AND ANALYSIS: *Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Narrative Analysis of Grade-Level Appropriate Text 3.1 – 3.4</i>		
3.1 Compare and contrast plots, settings, and characters presented by different authors.	B Listen to a story and respond orally by answering factual comprehension questions using one-or two word responses. B Draw pictures related to a work of literature identifying setting and characters. EI Orally respond to stories by answering factual comprehension questions, using simple sentence vocabulary. EI Orally identify setting and characters using simple sentence and vocabulary. I Use expanded vocabulary and descriptive words for oral and written responses to simple texts. EA Read and orally identify literary elements of plot, setting, and characters. EA Read and orally identify beginning, middle, and end of story. A Read and respond both orally and in writing to a variety of children’s literature.	See ELA Teachers Resources as well as Hampton Brown
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, alternatives.	B Listen to a story and respond orally by answering factual comprehension questions using one-or two word responses. B Draw pictures related to a work of literature identifying setting and characters. EI Orally respond to stories by answering factual comprehension questions, using simple sentence vocabulary. EI Orally identify setting and characters using simple sentence and vocabulary. I Use expanded vocabulary and descriptive words for oral and written responses to simple texts. EA Read and orally identify literary elements of plot, setting, and characters. EA Read and orally identify beginning, middle, and end of story. A Read and respond both orally and in writing to a variety of children’s literature.	See ELA Teachers Resources as well as Hampton Brown

<p>3.3 Compare and contrast different versions of the same stories that reflect different cultures.</p>	<p>B Listen to a story and respond orally by answering factual comprehension questions using one-or two word responses.</p> <p>B Draw pictures related to a work of literature identifying setting and characters.</p> <p>EI Orally respond to stories by answering factual comprehension questions, using simple sentence vocabulary.</p> <p>EI Orally identify setting and characters using simple sentence and vocabulary.</p> <p>I Use expanded vocabulary and descriptive words for oral and written responses to simple texts.</p> <p>EA Read and orally identify literary elements of plot, setting, and characters.</p> <p>EA Read and orally identify beginning, middle, and end of story.</p> <p>A Read and respond both orally and in writing to a variety of children’s literature.</p>	<p>pp. 217, 227 See ELA Teacher Resources as well as Hampton Brown</p>
<p>3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.</p>	<p>EI Recite simple poems.</p> <p>I Read simple poetry and respond to factual comprehension questions using simple sentences.</p> <p>EA Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).</p> <p>A Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>

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Domain: Writing

Strand: 1.0 WRITING STRATEGIES: *Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
Organization and Focus		
1.1 Group related ideas and maintain a consistent focus.	B Write a few words or phrases about an event or character from a story read by the teacher.	See ELA Teacher Resources as well as Hampton Brown and Write Source
	EI Write simple sentences about events or characters from familiar stories read by the teacher.	
	I Write short narrative stories that include the elements of setting and character.	
	EA Write short narratives that include elements of setting, character, and events.	
	A Write short narratives that describe the setting, character, objects, and events.	
Penmanship		
1.2 Create readable documents with legible handwriting.	B Copy the English alphabet legibly.	See ELA Teachers Resources as well as Hampton Brown and Write Source
	B Copy words posted and commonly used in the classrooms.	
	B Write a phrase or simple sentence about an experience generated from a group story.	
	EI Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months: “Today is Tuesday.”).	
Research		
1.3 Understand the purpose of various reference materials.	A Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.	See ELA Teachers Resources as well as Hampton Brown and Write Source
Evaluation and Revision		
1.4 Revise original drafts to improve sequence and provide more descriptive detail.	I Following a model, use the writing process to independently write short paragraphs of at least three lines.	pp. 105
	I Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	See ELA Teachers Resources as well as

	<p>EA Use the writing process to write short paragraphs that maintain a consistent focus.</p> <p>A Use the writing process to write clear and coherent sentences that maintain a consistent focus.</p>	<p>Hampton Brown and Write Source</p> <p>pp. 27</p>
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Domain: Writing

Strand: 2.0 WRITING APPLICATION (GENRES AND THEIR CHARACTERISTICS): *Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
2.1 Write brief narratives based on their experiences: move through a logical sequence of events; describe the setting, characters, objects, and events in detail.	I Write simple sentences appropriate for language arts and other content areas. EA Use complex vocabulary and sentences appropriate for language arts and other content areas. A Write short narratives that include examples of writing appropriate for language arts and other content areas. A Produce independent writing using correct grammatical forms.	pp. 23, 27, 41, 43, 55, 65, 97 pp. 25, 185 p. 121
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	I Write a friendly letter of a few lines. EA Write a formal letter.	See ELA Teacher Resources as well as Hampton Brown and Write Source.

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Domain: WRITTEN AND ORAL LANGUAGE CONVENTIONS

Strand: 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: *Students write and speak with a command of standard English conventions appropriate to this grade level.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Sentence Structure and Grammar</i>		
1.1 Distinguish between complete and incomplete sentences.	I Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections). EA Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement). A Use complete sentences and correct word order. A Use correct parts of speech, including correct subject/verb agreement.	See ELA Teachers Resources as well as Hampton Brown and Write Source pp. 91,101, 111, 133, 143, 153, 165, 175, 195, 207
1.2 Recognize and use the correct word order in written sentences.	I Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections). EA Use standard word order but may have some inconsistent grammatical forms(e.g., subject/verb agreement). A Use complete sentences and correct word order. A Use correct parts of speech, including correct subject/verb agreement.	See ELA Teachers Resources as well as Hampton Brown and Write Source pp. 91, 101, 111, 133, 143, 153, 165, 175, 195, 207
1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	I Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections). EA Use standard word order but may have some inconsistent grammatical forms(e.g., subject/verb agreement). A Use complete sentences and correct word order. A Use correct parts of speech, including correct subject/verb agreement.	See ELA Teachers Resources as well as Hampton Brown and Write Source pp. 91, 101, 111, 133, 143, 153, 165, 175, 195, 207

<i>Punctuation</i>			
1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.	EI	Use a period or question mark at the end of a sentence.	See ELA Teachers Resources as well as Hampton Brown and Write Source
	EA	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	
	EA	Edit writing for some conventions (e.g., capital letters and periods).	
1.5 Use quotation marks correctly.	A	Produce writing that demonstrates a command of the conventions of standard English.	See ELA Teachers Resources as well as Hampton Resources and Write Source
<i>Capitalization</i>			
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	B	Use capital letters when writing own name.	p. 195
	EI	Use capital letters to begin sentences and proper nouns.	
<i>Spelling</i>			
1.7 Spell frequently used, irregular words correctly.	EI	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	pp. 175, 207
1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	EA	Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	pp. 175, 207
	A	Produce writing that demonstrates a command of the conventions of standard English.	
	A	Edit writing for punctuation, capitalization, and spelling.	

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Domain: LISTENING AND SPEAKING

Strand: 1.0 LISTENING AND SPEAKING STRATEGIES: *Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
Comprehension 1.1 – 1.4		
1.1 Determine the purpose or purposes for listening (e.g., to obtain information, to solve problems, for enjoyment).	I Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. EA Listen attentively to stories/information and orally identify key details and concepts. A Listen attentively to stories/information on new topics and identify orally and in writing key details and concepts.	See ELA Teachers Resources as well as Hampton Brown p. 101
1.2 Ask for clarification and explanation of stories and ideas.	B Answer simple questions with one-or two-word responses. EI Ask and answer simple questions using phrases or simple sentences. I Ask and answer instructional questions using simple sentences. EA Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”). A Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”)	See ELA Teachers Resources as well as Hampton Brown pp 59, 69
1.3 Paraphrase information that has been shared orally by others.	B Answer simple questions with one-or two-word responses. EI Ask and answer questions using phrases or simple sentences. I Ask and answer instructional questions using simple sentences. EA Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”). A Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”)	pp 59, 69 See ELD Teachers Resources as well as Hampton Brown
1.4 Give and follow three- and four-step directions.	B Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	See ELA Teachers Resources as well as Hampton Brown

<i>Organization and Delivery of Oral Communication 1.5 – 1.9</i>		
1.5 Organize presentations to maintain a clear focus.	Not found in ELD Standards	See ELA Teachers Resources as well as Hampton Brown
1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	<p>B Begin to speak with a few words or sentences using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>EI Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns he/she).</p> <p>I Be understood when speaking, but may have some inconsistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p>EA Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.</p> <p>A Speak clearly and comprehensibly using standard English grammatical forms, sounds intonation, pitch and modulation</p>	See ELA Teachers Resources as well as Hampton Brown
1.7 Recount experiences in a logical sequence	A Narrate and paraphrase events in greater detail, using more extended vocabulary.	p. 217
1.8 Retell stories, including characters, setting, and plot.	<p>EI Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.</p> <p>I Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.</p> <p>EA Retell stories in greater detail including characters, setting, and plot.</p>	<p>p. 217</p> <p>See ELA Teachers Resources as well as Hampton Brown</p>
1.9 Report on a topic with supportive facts and details.	<p>I Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>EA Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).</p>	See ELA Teachers Resources as well as Hampton Brown
<i>Speaking Applications (Genres and Their Characteristics)</i>		
2.1 Recount experiences or present stories	<p>I Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>EA Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).</p>	See ELA Teachers Resources as well as Hampton Brown
2.2 Report on a topic with facts and details, drawing from several sources of information.	No comparable ELD standard	See ELA Teachers Resources as well as Hampton Brown