

2nd Grade Arkansas English Language Arts Standards Shading indicates standards for instructing within each unit	1	2	3	4	5	6
	1Q	2Q	3Q	4Q	3Q	4Q
Reading Standards for Literature						
The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.						
Key Ideas and Details						
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	F	F				
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		F		F	F	
TEACHER NOTE Recount is a formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral). The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/						
RL.2.3 Describe how characters in a story respond to major events and challenges.		F		F		
Craft and Structure						
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		F				F
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	F					
TEACHER NOTE In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. In a ballad, each stanza tells the next part of the story. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.						

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RL.2.6 Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.				F		F
<p>TEACHER NOTE</p> <p>It is important to clarify the terms “perspective” “point of view” and for students.</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality. (“perspective.” Cambridge Academic Dictionary. Cambridge UP, 2016. www.dictionary.cambridge.org/us/dictionary/English/perspective. Accessed 30 Aug. 2016.)</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns.</p> <p>In these standards and in an English class, the term “point of view” is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed.</p> <p>For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.</p>						
Integration of Knowledge and Ideas						
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			F		F	
RL.2.8 (Not applicable to literature based on anchor standard R.CCR.8))						
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.						F

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<p>Range of Reading and Level of Text Complexity</p>						
<p>RL.2.10 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 align="center">RL.10 encompasses RL.1- RL.9</p>					
<p align="center">TEACHER NOTE</p> <p>Information about how to enrich comprehension through read-alouds and independent reading is available at the following link on page 27. It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11. Accessed 30 Aug. 2016.)</p> <p>Grade 2 must build on the strong foundation of Grades K-1 for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 2 should be reading independently in the lower half of the grade-level Lexile range and reading with teacher support in the upper half of the Lexile range between 420L-820L. Students unable to read independently at the lower end of the range will need more support to reach the goal of reading independently on grade level by the end of Grade 3 and beyond. Note that the Lexile ranges overlap, recognizing that students can slip backward in reading achievement while they are not receiving reading support such as during summer break.</p> <p>Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.</p> <p align="center">http://www.corestandards.org/assets/Appendix_A.pdf</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf%20-%20page=4</p>						

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Reading Standards for Informational Text						
The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.						
Key Ideas and Details						
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	F	F				
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	F	F				F
<p>TEACHER NOTE</p> <p>An example of how to identify the main idea and supporting key details is provided below: The main idea of the text is that sharks have unique characteristics.</p> <ul style="list-style-type: none"> • “Sharks are actually a type of fish.” • “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.” • “One of the things particularly special about sharks is they have been around a long time.” <p>The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text. (“Shark Facts.” IRCMS-Third Grade Reading Passages. www.ncsu.edu/project/lancet/third.htm, 2016, https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf. Accessed 24 September 2016.)</p>						

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RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		F		F		F
<p>TEACHER NOTE</p> <p>Historical events are by their very nature grounded in time. However, time can be expressed moving forward or backward.</p> <p>An example of describing a sequence of events using language that pertains to time: World War II took place in the 1940's. Earlier in United States History, we engaged in the Civil War. More recently, our soldiers engaged in Operation Desert Storm. The use of the terms "earlier" and "more recently" show the relationship of these events in time; however, the events are not presented sequentially.</p> <p>RI.2.3 (continued)</p> <p>An example of describing a sequence: When baking a cake, it is important to combine the ingredients in a particular order. The following is one example of a sequence for combining the ingredients of a cake. First mix the dry ingredients together. Then mix the wet ingredients together in a separate container. Finally, add the dry ingredients gradually to the wet ingredients, mixing constantly to make a smooth batter.</p> <p>Examples describing cause and effect: It is helpful to note that cause and effect relationships can be viewed from cause to effect or from effect to cause.</p> <ol style="list-style-type: none"> The effect of lumpy cake batter can be caused by improperly mixing wet and dry ingredients. Engaging in a war or conflict can result in many effects such as lost lives, strained financial resources within the government, and increased financial resources within the defense industry. The effect of fatigue could result from one or more causes such as lack of sleep, improper diet, medication, and physical exertion. <p>https://lincs.ed.gov/readingprofiles/Signal_Words.pdf</p>						
Craft and Structure						
RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	F	F	F	F	F	F
RI.2.5 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.	F	F				
<p>TEACHER NOTE</p> <p>Text features should be presented in a systematic way within an aligned curriculum.</p>						

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RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		F			F	F
Integration of Knowledge and Ideas						
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		F		F		
RI.2.8 Describe how an author uses reasons to support particular points in a text.		F				F
TEACHER NOTE A reason is a basis or cause, for some belief, action, fact, event; reasons answer the question why—Why is this important? Why should this be supported? Why is this a good idea? Example: Why should we drink milk? Reason 1: It builds strong bones. Supporting evidence: Milk contains calcium and the body uses calcium to build and repair bones. Reason 2: Milk promotes muscle growth. Supporting evidence: Milk contains protein which is a building block for muscle development. Why should we recycle? Reason 1: Recycling saves natural resources. Supporting evidence: Recycling paper reduces the number of trees that must be cut to meet the current paper demand. Reason 2: Recycling protects the environment. Supporting evidence: Recycling plastic keeps it out of the landfills, oceans, and streams, reducing pollution and the number of fish that would likely ingest the plastic.						
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.		F		F		F
Range of Reading and Level of Text Complexity						
RI.2.10 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.	RI.10 encompasses RI.1- RI.9					

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<p style="text-align: center;">TEACHER NOTE</p> <p>Information about how to enrich comprehension through read-alouds and independent reading is available at the following link on page 27. It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers." (Fiester, Leila. "Early Warning Confirmed." The Annie E. Casey Foundation, 2013, aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11. Accessed 30 Aug. 2016.)</p> <p>Grade 2 must build on the strong foundation of Grades K-1 for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 2 should be reading independently in the lower half of the grade-level Lexile range and reading with teacher support in the upper half of the Lexile range between 420L-820L. Students unable to read independently at the lower end of the range will need more support to reach the goal of reading independently on grade level by the end of Grade 3 and beyond. Note that the Lexile ranges overlap, recognizing that students can slip backward in reading achievement while they are not receiving reading support such as during summer break.</p> <p>Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.</p> <p style="text-align: center;">http://www.corestandards.org/assets/Appendix_A.pdf</p> <p>A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf</p> <p>A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf%20-%20page=4</p>						

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Reading Standards: Foundational Skills						
These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.						
<i>Spiral Up Phonics does not provide instruction for the blue highlighted standards.</i>						
Print Concepts						
RF.2.1 Taught in Grade 1: Demonstrate understanding of the organization and basic features of print.						
NEW Standard a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.		F				
<i>b.</i> Taught in Kindergarten: Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.						
<i>c.</i> Taught in Kindergarten: Understand that words are separated by spaces in print.						
<i>d.</i> Taught in Kindergarten: Recognize and name all upper-and lowercase letters of the alphabet.						
Phonological Awareness (Absence of Print)						
RF.2.2 Taught in Grade 1: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
NEW Standard a. Distinguish vowels (long, short, variant) in spoken one-syllable words.	F		F			
NEW Standard b. Delete phonemes in the initial, medial, and final positions of spoken words including blends.				F	F	F
TEACHER NOTE Examples of phoneme deletion can be found on page 20 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf						
<i>c.</i> Taught in Grade 1: Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.						
<i>d.</i> Taught in Grade 1: Segment spoken one-syllable words into their complete sequences of individual sounds (phonemes).						
<i>e.</i> Taught in Grade 1: Delete a syllable from a word (e.g., say "remember," now say it without the "re").						

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<i>f. Taught in Grade 1: Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</i>						
<i>g. Taught in Grade 1: Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).</i>						
Phonics and Word Recognition						
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.						
TEACHER NOTE Each district will choose or create a phonics curriculum that is systematic and explicit, which aligns to the known research and uses evidence-based strategies. Guidance for selecting or developing a phonics program may be found on pages 20-22 and 37 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf						
<i>a. Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).</i>	F		F	F		F
<i>b. Know letter/sound correspondences including distinguishing long and short vowel sounds</i> •diphthongs (e.g., oi, oy, ou, ow) •r-controlled vowels (e.g., er, ir, ur, ar, or) •additional common vowel teams (e.g., ei, ie, igh) •regularly spelled one-syllable words	F		F	F		F
<i>c. Recognize and read grade-appropriate irregularly spelled words.</i>						
TEACHER NOTE Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands. Irregular words - “[Words that] cannot be decoded by sounding out”: [permanently irregular words have] one or more sound/spellings in the word that are unique to that word or a few words and therefore are never introduced; [temporarily irregular words have] one or more sound/spellings in the word that have not yet been introduced.” (Honig, Bill, Linda Diamond, and Linda Gutlohn. “Irregular Word Reading.” Teaching Reading Sourcebook. 2nd ed., Arena P, 2008, p. 243.)						
<i>d. Decode words with common prefixes and suffixes.</i>						F
TEACHER NOTE A suffix is a group of letters placed at the end of a word to make a new word. A chart of prefixes and suffixes may be found at the following link: http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf						

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<p>New Standard e. Decode words that follow the six syllable types</p> <ul style="list-style-type: none"> •closed syllable •open syllable •vowel-consonant-e •vowel teams •r-controlled vowel •consonant-le 	F	-	F	F	-	F
<p>TEACHER NOTE</p> <p>Information on the syllable types may be found on page 21 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf</p>						
<p>f. Decode regular spelled two-syllable words with long vowels.</p>	F	-	F	F	-	F
<p>TEACHER NOTE</p> <p>Decode regularly spelled two-syllable words using syllable division patterns</p> <ul style="list-style-type: none"> • VC/CV (e.g., can/teen, ad/here) • V/CCV (e.g., a/pron) • V/CV (e.g., hu/mid) • VC/V (e.g., rap/id, riv/er, dec/ade) • V/V (e.g., cre/ate) 						

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Fluency						
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.						
TEACHER NOTE						
<p>Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.</p> <p>Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides detailed guidance and includes rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:</p> <p>"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn & Stahl, 2000; Osborn & Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention." (Rasinski, Timothy. "Assessing Reading Fluency." PREL, 2004, p 15, http://files.eric.ed.gov/fulltext/ED483166.pdf. Accessed 30 August 2016.)</p>						
a. Read grade-level text with purpose and understanding	F		F	F		F
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	F		F	F		F
c. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	F		F	F		F

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Writing Standards						
The following standards offer a focus for writing instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards.						
Text Types and Purposes						
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.				F		
<p style="text-align: center;">TEACHER NOTE</p> <p style="text-align: center;">An opinion is a view, judgment, or appraisal formed in the mind about a particular matter; belief stronger than impression and less strong than positive knowledge. (“opinion.” Merriam-Webster Inc., 2015, merriam-webster.com/dictionary/opinion. Accessed 30 August 2016.)</p> <p style="text-align: center;">Note the learning progression: opinion writing is the foundation and precursor to persuasive writing; persuasive writing, based almost entirely on emotion and credibility, is a precursor to logically based argumentative writing.</p>						
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			F			F
<p style="text-align: center;">TEACHER NOTE</p> <p style="text-align: center;">For detailed information about text types see page 23 of the following resource: http://www.corestandards.org/assets/Appendix_A.pdf</p>						
<i>a. Begins in Grade 3.</i>						
<i>b. Begins in Grade 3.</i>						
New Standard c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.			F			F
<i>d. Begins in Grade 3.</i>						
<i>e. Begins in Grade 3.</i>						

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<i>f. Begins in Grade 3.</i>						
W.2.3 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.	F					
TEACHER NOTE Formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral). The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/						
Production and Distribution of Writing						
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	F		F	F		F
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.				F		F
TEACHER NOTE Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.						
Research to Build and Present Knowledge						
W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations).	F		F			F
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	F		F	F		F
New Standard W.2.10 Write routinely over extended time frames, time for <ul style="list-style-type: none"> • research • reflection • revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						

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Speaking and Listening Standards						
The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.						
Comprehension and Collaboration						
SL.2.1 Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.						
TEACHER NOTE For information about oral language development see Appendix A, page 26, paragraphs 3 and 4 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf						
<i>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).</i>	F	F		F		F
<i>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</i>	F	F		F		F
<i>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</i>	F		F	F		F
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		F	F			F
TEACHER NOTE Recount is a formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral). http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/ In this standard, other media includes any other source of information presented orally (e.g., podcasts, audiobooks, videos). For the purpose of this Speaking and Listening Standard, the focus is on information that is presented orally; however, the general definition of media that is provided here is much broader. Media is any format in which information is communicated (e.g., book, video, cd, DVD, app, photograph).						
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.		F	F			F

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Presentation of Knowledge and Ideas						
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	F	 F		 F		F
<p>TEACHER NOTE</p> <p>Recount is a formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral).</p> <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”:</p> <p>http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/</p>						
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.				 F		F
<p>TEACHER NOTE</p> <p>A visual display is a presentation of information that can be seen.</p>						
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	F	 F		 F		F
<p>TEACHER NOTE</p> <p>See L.2.1 and L.2.3 for specific language expectations for Grade 2 students when speaking and writing.</p>						

2nd Grade Arkansas English Language Arts Standards Shading indicates standards for instructing within each unit	1	2	3	4	5	6
	1Q		2Q		3Q	4Q
Language Standards						
The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.						
Conventions of Standard English						
L.2.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 2 when writing or speaking.						
TEACHER NOTE						
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. (“standard English.” Dictionary.com Unabridged. Random House, 2016, www.dictionary.com/browse/standard-english . Accessed 30 Aug. 2016.)						
Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.						
<i>a. Begins in Grade 3: Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</i>						
<i>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).</i>					F	
<i>c. Form and use regular and irregular verbs.</i>				F		
<i>d. Use reflexive pronouns (e.g., myself, ourselves).</i>				F		F
<i>e. Use adjectives and adverbs, and choose between them depending on what is to be modified. Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those).</i>		F				F
New Standard f. Use conjunctions to form compound subjects and predicates.	F		F			F
New Standard g. Use prepositions correctly.				F		F
<i>h. Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie in the afternoon, in the afternoon, the little boy watched the movie.)</i>	F		F			F
<i>i. Begins in Grade 4: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i>						

2nd Grade Arkansas English Language Arts Standards Shading indicates standards for instructing within each unit	1	2	3	4	5	6
	1Q	2Q	3Q	4Q		
j. <i>Taught in Kindergarten: Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).</i>						
New Standard k. <i>Print all upper- and lowercase letters accurately. By the end of Grade 2, produce some cursive upper- and lowercase letters.</i>	See Handwriting Standards					
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
TEACHER NOTE Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. ("standard English." Dictionary.com Unabridged. Random House, 2016, www.dictionary.com/browse/standard-english. Accessed 30 Aug. 2016.) Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.						
a. <i>Capitalize holidays, product names, and geographic names.</i>	F		F			
b. <i>Use an apostrophe to form contractions and frequently occurring possessives.</i>					F	F
c. <i>Use commas in greetings and closings of letters.</i>			F			
d. <i>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i> •Consult reference materials, including beginning dictionaries as needed to check and correct spellings. •Reference spelling patterns chart to clarify types of spelling patterns.	F		F	F		F

2nd Grade Arkansas English Language Arts Standards Shading indicates standards for instructing within each unit	1	2	3	4	5	6
	1Q		2Q		3Q	4Q

TEACHER NOTE

It would be helpful for teachers and students to co-create a chart of spelling patterns during instruction.

Systematic instruction in spelling is important because spelling impacts comprehension of text.

One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, is cited here: (Templeton, Shane. "Vocabulary—Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond." Research to Practice. Ed James F. Baumann and Edward J. Kame'enui. Guilford P, 2004, pp. 118-138). Two quotes and a scope and sequence document from this article are cited below:

"Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999)", and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998)."

"Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194).

Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction.

Another helpful resource is Kathy Ganske's text, *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. The text provides the Developmental Spelling Assessment and vocabulary activities to move students through the learning continuum for spelling. (Ganske, Kathy. *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. Guilford P, 2000.)

These suggested resources are offered to support districts but are not mandated.

2nd Grade Arkansas English Language Arts Standards Shading indicates standards for instructing within each unit	1	2	3	4	5	6
	1Q	2Q	3Q	3Q	4Q	4Q
Knowledge of Language						
L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.						
Vocabulary Acquisition and Use						
L.2.4 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.						
<i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i>	F		F		F	F
<i>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i>			F	F		F
<i>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i>				F		F
TEACHER NOTE A chart with common discipline-specific roots may be found at the following link: http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf						
<i>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i>	F		F			
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.						
TEACHER NOTE Nuance is a subtle difference or distinction in expression or meaning. A single word choice can convey a nuanced meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).						
<i>a. Sort words into categories based on multiple attributes (e.g., A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.</i>						F
<i>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</i>			F			F
<i>c. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</i>	F		F			
L.2.6 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).	F		F		F	F