

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	5Q	6Q
Reading Standards for Literature						
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	
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					
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
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		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	
Range of Reading and Level of Text Complexity						
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.	RL.10 encompasses RL.1- RL.9					

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Reading Standards for Informational Text						
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
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
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
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					
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.						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		
RI.2.8 Describe how an author uses reasons to support particular points in a text.						F
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.						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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Reading Standards: Foundational Skills						
<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. Taught in Kindergarten: Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.</i>		-			-	
<i>c. Taught in Kindergarten: Understand that words are separated by spaces in print.</i>		-			-	
<i>d. Taught in Kindergarten: Recognize and name all upper-and lowercase letters of the alphabet.</i>		-			-	
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
<i>c. Taught in Grade 1: Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.</i>		-			-	
<i>d. Taught in Grade 1: Segment spoken one-syllable words into their complete sequences of individual sounds (phonemes).</i>		-			-	
<i>e. Taught in Grade 1: Delete a syllable from a word (e.g., say "remember," now say it without the "re").</i>		-			-	
<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>		-			-	

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Phonics and Word Recognition						
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.						
<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> <ul style="list-style-type: none"> •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>						
<i>d. Decode words with common prefixes and suffixes.</i>						F
New Standard e. Decode words that follow the six syllable types <ul style="list-style-type: none"> •closed syllable •open syllable •vowel-consonant-e •vowel teams •r-controlled vowel •consonant-le 	F		F	F		F
<i>f. Decode regularly spelled two-syllable words with long vowels.</i>	F		F	F		F
Fluency						
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.						
<i>a. Read grade-level text with purpose and understanding</i>	F		F	F		F
<i>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</i>	F		F	F		F
<i>c. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	F		F	F		F

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Writing 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		
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
<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>		-				
<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	-				
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

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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						
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.						
<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
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
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
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
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	F	F		F		F

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Language Standards						
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.						
<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>						
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).					F	
c. Form and use regular and irregular verbs.				F		
d. Use reflexive pronouns (e.g., myself, ourselves).				F		F
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).		F				F
New Standard f. Use conjunctions to form compound subjects and predicates.	F		F			F
New Standard g. Use prepositions correctly.				F		F
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.)	F	F			F	F
<i>i. Begins in Grade 4: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i>						
<i>j. Taught in Kindergarten: Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).</i>						
New Standard k. Print all upper- and lowercase letters accurately. By the end of Grade 2, produce some cursive upper- and lowercase letters.	See Handwriting Standards					

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L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<i>a. Capitalize holidays, product names, and geographic names.</i>	F		F			
<i>b. Use an apostrophe to form contractions and frequently occurring possessives.</i>						F
<i>c. Use commas in greetings and closings of letters.</i>			F			
<i>d. 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
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
<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
<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.						
<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