**Grade 2**

**Arkansas**

**English Language Arts Standards**

**2016**

**Introduction**

The Arkansas English Language Arts Standards for grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: they demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, the Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from grades K-12.

The anchor standards are placed before the grade-level standards for each strand to describe the overarching learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for providing interventions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression in English language arts from kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

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| **Arkansas Anchor Standards for Reading** |
| The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate  **Key Ideas and Details**   1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   **Craft and Structure**   1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone. 2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 3. Assess how point of view, perspective, and/or purpose shape the content and style of a text.   **Integration of Knowledge and Ideas**   1. Integrate and evaluate content presented in diverse media and formats. 2. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence 3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).   **Range of Reading and Level of Text Complexity**   1. Read and comprehend complex literary and informational texts independently and proficiently. |
| **Note on Range and Content of Student Reading Grades K-5**  To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies,science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. |

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| **Grade 2-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. |
| **RL.2.2** | *Recount* stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| **Teacher Note** | |
| RL.2.2  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/>  Retell vs. Recount  “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>  Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original” [*Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*](http://www.heinemann.com/products/E00797.aspx)(2006) Kissner (p. 8). | |
| **RL.2.3** | Describe how characters in a story respond to major events and challenges. |

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| **Grade 2-Reading Standards for Literature** | |
| **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. |
| **RL.2.5** | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| **Teacher Note** | |
| RL.2.5  In a ballad, each stanza tells the next part of the story. 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. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis. | |
| **RL.2.6** | Acknowledge differences in the *perspectives* of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| **Teacher Note** | |
| RL.2.6  It is important to clarify the terms “point of view” and “perspective” for students.  Point of view is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events 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  (<http://literary-devices.com/content/point-view>).  Perspective is a ​[particular](http://dictionary.cambridge.org/us/dictionary/english/particular) way of ​[viewing](http://dictionary.cambridge.org/us/dictionary/english/view) things that ​[depends](http://dictionary.cambridge.org/us/dictionary/english/depend) on one’s ​[experience](http://dictionary.cambridge.org/us/dictionary/english/experience) and personality (<http://dictionary.cambridge.org/us/dictionary/english/perspective>).  In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a ​[particular](http://dictionary.cambridge.org/us/dictionary/english/particular) way of ​[viewing](http://dictionary.cambridge.org/us/dictionary/english/view) things that ​[depends](http://dictionary.cambridge.org/us/dictionary/english/depend) on one’s ​[experience](http://dictionary.cambridge.org/us/dictionary/english/experience) and personality. When analyzing literature, both terms are needed. 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. | |

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| **Grade 2-Reading Standards for Literature** | |
| **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. |
| RL.2.8 | RL.2.8 is not applicable to literature based on anchor standard CCRA.R.8.  Analyze and evaluate the argument and specific claims in a text, including the validity  of the reasoning as well as the relevance and sufficiency of the evidence. |
| **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. |

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| **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. |
| **Teacher Note** | |
| RL.2.10  For information about how to enrich comprehension through read-alouds and independent reading, see  <http://www.corestandards.org/assets/Appendix_A.pdf#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” (<http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11>).  Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation  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>  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#page=4> | |

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| **Grade 2-Reading Standards for Informational** | |
| **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. |
| **RI.2.2** | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| **Teacher Note** | |
| RI.2.2  Example of identifying the main idea of a text and identifying how key details support the main idea:  A text about sharks can be found at the following link  <https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf>  The main idea of the text is that sharks have unique characteristics. The first sentence in each paragraph provides a key detail about sharks.   * “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.”   The standard asks students to look at a whole text and identify the main idea of the text and key details about sharks. The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text. | |
| **RI.2.3** | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| **Teacher Note** | |
| RI.2.3  Historical events are by their very nature grounded in time. However, time can be expressed moving forward or backward.  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.  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.  A list of time and sequencing words may be found at (<https://lincs.ed.gov/readingprofiles/Signal_Words.pdf>).  Examples describing cause and effect:  Cause and effect relationships can be viewed from cause to effect or from effect to cause.  The effect of lumpy cake batter can 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. | |

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| **Grade 2-Reading Standards for Informational** | |
| **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. |
| **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. |
| **Teacher Note** | |
| RI.2.5  Text features should be presented in a systematic way within an aligned curriculum. | |
| **RI.2.6** | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| **Teacher Note** | |
| RI.2.6  Although the words perspective and point of view are not in this standard, they are implied in the author’s intention to answer, explain, or describe. Addressing point of view and perspective will help students develop an understanding of the author’s purpose.  It is important to clarify the terms “point of view” and “perspective” for students.  Point of view is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events 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  (<http://literary-devices.com/content/point-view>).  Perspective is a ​[particular](http://dictionary.cambridge.org/us/dictionary/english/particular) way of ​[viewing](http://dictionary.cambridge.org/us/dictionary/english/view) things that ​[depends](http://dictionary.cambridge.org/us/dictionary/english/depend) on one’s ​[experience](http://dictionary.cambridge.org/us/dictionary/english/experience) and personality (<http://dictionary.cambridge.org/us/dictionary/english/perspective>).  In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a ​[particular](http://dictionary.cambridge.org/us/dictionary/english/particular) way of ​[viewing](http://dictionary.cambridge.org/us/dictionary/english/view) things that ​[depends](http://dictionary.cambridge.org/us/dictionary/english/depend) on one’s ​[experience](http://dictionary.cambridge.org/us/dictionary/english/experience) and personality. When analyzing literature, both terms are needed. 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. | |

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| **Grade 2-Reading Standards for Informational** | |
| **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. |
| **RI.2.8** | Describe how an author uses reasons to support particular points in a text. |
| **Teacher Note** | |
| RI.2.8  A reason is a basis or cause, as 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 we should drink milk?  Reason 1: It builds strong bones.  Fact: Milk contains calcium and the body uses calcium to build and repair bones.  Reason 2: Milk promotes muscle growth.  Fact: Milk contains protein which is a building block for muscle development.  Why should we recycle?  Reason 1: Recycling saves natural resources.  Fact: Recycling paper reduces the number of trees that must be cut to meet the current paper demand.  Reason 2: Recycling protects the environment.  Fact: 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. |
| **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. |
| **Teacher Note** | |
| RI.2.10  For information about how to enrich comprehension through read-alouds and independent reading, see  <http://www.corestandards.org/assets/Appendix_A.pdf#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” (<http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11>).  Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation  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>  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#page=4> | |

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| **Grade 2-Reading Standards: Foundational Skills** | |
| **Print Concepts** | |
| RF.2.1 | This standard is taught in Grade 1 and should be reinforced as needed.  Demonstrate understanding of the organization and basic features of print. |
| **RF.2.1.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. |
| RF.2.1.B | This standard is taught in kindergarten and should be reinforced as needed.  Recognize that spoken words are represented in written language by specific sequences  of letters and that print carries meaning. |
| RF.2.1.C | This standard is taught in Kindergarten and should be reinforced as needed.  Understand that words are separated by spaces in print. |
| RF.2.1.D | This standard is taught in Kindergarten and should be reinforced as needed.  Recognize and name all upper- and lowercase letters of the alphabet. |

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| **Grade 2-Reading Standards: Foundational Skills** | |
| **Phonological Awareness** | |
| RF.2.2 | This standard is taught in Grade 1 and should be reinforced as needed.  Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| **RF.2.2.A** | Distinguish vowels (long, short, variant) in spoken single-syllable words. |
| **RF.2.2.B** | Delete phonemes in the initial, medial, and final positions of spoken words including blends. |
| **Teacher Note** | |
| RF.2.2.B  Examples of phoneme deletion can be found at <http://www.corestandards.org/assets/Appendix_A.pdf#page=20> | |
| RF.2.2.C | This standard is taught in Grade 1 and should be reinforced as needed.  Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words. |
| RF.2.2.D | This standard is taught in Grade 1 and should be reinforced as needed.  Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes). |
| RF.2.2.E | This standard is taught in Grade 1 and should be reinforced as needed.  Delete a syllable from a word (e.g., say “remember,” now say it without the “re”). |
| RF.2.2.F | This standard is taught in Grade 1 and should be reinforced as needed.  Add or substitute individual sounds (phonemes) in simple, spoken words to make new words. |
| RF.2.2.G | This standard is taught in Grade 1, and should be reinforced as needed.  Delete individual initial, and final, sounds (phonemes) in simple, spoken  words (e.g., say “nice” without the /n/, say “lamp” without the /p/). |

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| **Grade 2-Reading Standards: Foundational Skills** | |
| **Phonics and Word Recognition** | |
| **RF.2.3** | Know and apply grade-level phonics and word analysis skills in decoding words. |
| **RF.2.3.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). |
| **RF.2.3.B** | Know the letter/sound correspondences, including distinguishing long and short vowel sounds.   * 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 |
| **RF.2.3.C** | Recognize and read *grade-appropriate* irregularly-spelled words. |
| **Teacher Note** | |
| RF.2.3.C  “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 2 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum. | |
| **RF.2.3.D** | Decode words with common prefixes and suffixes. |
| **Teacher Note** | |
| RF.2.3.D  A chart of prefixes and suffixes may be found at <http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf> | |
| **RF.2.3.E** | Decode words that follow the six syllable types.   * closed syllable * open syllable * vowel-consonant-e * vowel teams * r-controlled * consonant-le |
| **Teacher Note** | |
| RF.2.3.E  Information on the syllable types may be found at <http://www.corestandards.org/assets/Appendix_A.pdf#page=21> | |
| **RF.2.3.F** | Decode regularly-spelled two-syllable words with long vowels. |
| **Teacher Note** | |
| RF.2.3.F  Decode regularly-spelled two-syllable words using syllable types   * 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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| **Grade 2-Reading Standards: Foundational Skills** | |
| **Fluency** | |
| **RF.2.4** | Read grade-level text with sufficient accuracy and *fluency* to support comprehension. |
| **Teacher Note** | |
| RF.2.4  Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.  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.  Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:  “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, p 15. <http://files.eric.ed.gov/fulltext/ED483166.pdf>). | |
| **RF.2.4.A** | Read grade-level text with purpose and understanding. |
| **RF.2.4.B** | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| **RF.2.4.C** | Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| **Arkansas Anchor Standards for Writing** |
| The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.  **Text Types and Purposes**   1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.   **Production and Distribution of Writing**  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  purpose, and audience.   1. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 2. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   **Research to Build and Present Knowledge**   1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 3. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.   **Range of Writing**   1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **Note on Range and Content of Student Writing Grades K-5**  To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. |

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| **Grade 2-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. |
| **Teacher Note** | |
| W.2.1  See <http://www.corestandards.org/assets/Appendix_A.pdf#page=23> for more explanation concerning text types. | |
| W.2.1.A | This standard begins in Grade 3.  Introduce the topic or text they are writing about, state an opinion, and create an  organizational structure that lists reasons. |
| W.2.1.B | This standard begins in Grade 3.  Provide reasons that support the opinion |
| W.2.1.C | This standard begins in Grade 3.  Use linking words and phrases (e.g., because, therefore, since, for example) to connect  opinion and reasons. |
| W.2.1.D | This standard begins in Grade 3.  Provide a concluding statement or section. |
| W.2.1.E | This standard begins in Grade 6.  Provide a concluding statement or section that follows from an argument presented. |
| **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. |
| **Teacher Note** | |
| W.2.2  See <http://www.corestandards.org/assets/Appendix_A.pdf#page=23> for more explanation concerning text types. | |
| W.2.2.A | This standard begins in Grade 3.  Introduce a topic and group related information; include illustrations when useful  to aiding comprehension. |
| W.2.2.B | This standard begins in Grade 3.  Develop the topic with facts, definitions, and details. |
| W.2.2.C | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. |
| W.2.2.D | This standard begins in Grade 3.  Provide a concluding statement or section. |
| W.2.2.E | This standard begins in Grade 6.  Establish and maintain a formal style. |
| W.2.2.F | This standard begins in Grade 4.  Provide a concluding statement or section related to the information or explanation presented. |
| **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. |
| **Teacher Note** | |
| W.2.3  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/>  Retell vs. Recount  “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/>  See <http://www.corestandards.org/assets/Appendix_A.pdf#page=23> for more explanation concerning text types.  Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as). | |
| W.2.3.A | This standard begins in Grade 3.  Establish a situation and introduce a narrator and/or characters; organize an event sequence  that unfolds naturally. |
| W.2.3.B | This standard begins in Grade 3.  Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations begins in Grade 3. |
| W.2.3.C | This standard begins in Grade 3.  Use *temporal* words and phrases to signal event order. |
| W.2.3.D | This standard begins in Grade 4.  Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| W.2.3.E | This standard begins at Grade 3.  Provide a conclusion that follows from the narrated experiences or events. |

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| **Grade 2-Writing Standards** | |
| **Production and Distribution of Writing** | |
| W.2.4 | This standard begins at Grade 3.  With guidance and support from adults, produce writing in which the development  and organization are appropriate to task and purpose. |
| **W.2.5** | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| **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. |
| **Teacher Note** | |
| W.2.6  Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally. | |

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| **Grade 2-Writing Standards** | |
| **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). |
| **W.2.8** | Recall information from experiences or gather information from provided sources to answer a question. |
| W.2.9 | This standard begins in Grade 4.  Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.2.9.A | This standard begins in Grade 4.  Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). |
| W.2.9.B | This standard begins in Grade 4.  Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses  reasons and evidence to support particular points in a text."). |

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| **Grade 2-Writing Standards** | |
| **Range of Writing** | |
| **W.2.10** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |

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| **Arkansas Anchor Standards for Speaking and Listening** |
| The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.  **Comprehension and Collaboration**   1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral. 3. Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric.   **Presentation of Knowledge and Ideas**   1. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning. 2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **Note on Range and Content of Student Speaking and Listening Grades K-5**  To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.  New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio. |

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| **Grade 2-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. |
| **Teacher Notes** | |
| SL.2.1  Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion). | |
| **SL.2.1.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). |
| **SL.2.1.B** | Build on others' talk in conversations by linking their comments to the remarks of others. |
| **SL.2.1.C** | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| SL.2.1.D | This standard begins in Grade 3.  Explain their own ideas and understanding in light of the discussion. |
| **SL.2.2** | *Recount* or describe key ideas or details from a text read aloud, information presented orally, or through other media. |
| **Teacher Note** | |
| SL.2.2  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/>  Retell vs. Recount  “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. <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. Examples: book, magazine, newspaper, e-book, e-magazine, e-newspaper, video, streaming video, television, movie, audiobook, radio, cd, dvd, smartphone app, internet, cartoon, photograph, painting, etc. | |
| **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. |

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| **Grade 2-Speaking and Listening Standards** | |
| **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. |
| **Teacher Note** | |
| SL.2.4  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/>  Retell vs. Recount  “Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story’s original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/> | |
| **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. |
| **Teacher Note** | |
| SL.2.5  A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs). | |
| **SL.2.6** | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| **Teacher Note** | |
| SL.2.6  See L.2.1 and L.2.3 for specific language expectations for Grade 2 students when speaking and writing. | |

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| **Arkansas Anchor Standards for Language** |
| The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.  **Text Types and Purposes**   1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   **Production and Distribution of Writing**   1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Note on Range and Content of Student Language Use Grades K-5**  To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.  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  (<http://www.dictionary.com/browse/standard-english?s=t>)  Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.  Informal discourse is used with friends, children, and relatives.  “Grade-appropriate” is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 2 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum. |

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| **Grade 2-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. |
| **Teacher Note** | |
| L.2.1  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  ([http://www.dictionary.3.com/browse/standard-english?s=t](http://www.dictionary.com/browse/standard-english?s=t))  Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.  Informal discourse is used with friends, children, and relatives. | |
| L.2.1.A | This standard begins in Grade.  Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs  in general and their functions in particular sentences. |
| **L.2.1.B** | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group). |
| **L.2.1.C** | Form and use regular and irregular verbs. |
| **L.2.1.D** | Use reflexive pronouns (e.g., myself, ourselves). |
| **L.2.1.E** | Use adjectives and adverbs and choose between them depending on what is modified.   * Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those). |
| **L.2.1.F** | Use conjunctions to form compound subjects and predicates. |
| **L.2.1.G** | Use prepositions correctly. |
| **L.2.1.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.). |
| L.2.1.I | This standard begins in Grade 4.  Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions. |
| L.2.1.J | This standard is taught in Kindergarten and should be reinforced as needed.  Understand and use question words (interrogatives) e.g., who, what, when, where, why, how). |
| **L.2.1.K** | Print all upper- and lowercase letters accurately. By the end of grade two, produce some cursive upper- and lowercase letters. |
| **L.2.2** | Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grade 2 when writing. |
| **Teacher Note** | |
| L.2.2  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  (<http://www.dictionary.com/browse/standard-english?s=t>)  Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.  Informal discourse is used with friends, children, and relatives. | |
| **L.2.2.A** | Capitalize holidays, product names, and geographic names. |
| **L.2.2.B** | Use an apostrophe to form contractions and frequently occurring possessives. |
| **L.2.2.C** | Use commas in greetings and closings of letters. |
| **L.2.2.D** | Generalize learned spelling patterns when writing words (e.g., cage, badge, boy, boil).   * Reference spelling patterns chart to clarify types of spelling patterns. * Consult reference materials, including beginning dictionaries as needed to check and correct spellings. |
| **Teacher Note** | |
| L.2.2.D  It would be helpful for teachers and students to co-create a chart of spelling patterns during instruction. | |

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| **Grade 2-Language Standards** | |
| **Knowledge of Language** | |
| **L.2.3** | Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening. |
| L.2.3.A | This standard begins in Grade 3.  Choose words and phrases for effect. |
| L.2.3.B | This standard begins in Grade 3.  Recognize and observe differences between the conventions of spoken and written *standard English*. |

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| **Grade 2-Language Standards** | |
| **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. |
| **L.2.4.A** | Use sentence-level context as a clue to the meaning of a word or phrase. |
| **L.2.4.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*). |
| **L.2.4.C** | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
| **Teacher Note** | |
| L.2.4.C  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> | |
| **L.2.4.D** | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
| **L.2.5** | Demonstrate understanding of word relationships and *nuances* in word meanings. |
| **Teacher Note** | |
| L.2.5  Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was \_\_\_\_\_(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile). | |
| **L.2.5.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. |
| **L.2.5.B** | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
| **L.2.5.C** | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| L.2.5.D | This standard is taught in Grade 1 and should be reinforced as needed.  Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |
| **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). |