Arkansas English Language Arts

Grade 2

Adopted 2023

Foundational Reading

Phonics Decoding (Word Reading)

PD. Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread). 2.FR.1.PD

PD. Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, sent, cinch; goat, gland, germ, gem). 2.FR.2.PD

PD. Decode words with silent letters (e.g., knit, gnat, wrap, comb). 2.FR.3.PD

PD. Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney). 2.FR.4.PD

PD. Decode with common prefixes and suffixes (e.g., un-, re-, -ly, -able). 2.FR.5.PD

Phonics Encoding (Word Writing)

PE. Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g., catch, judge). 2.FR.6.PE

PE. Encode two-syllable words with short vowels (e.g., candid, combat). 2.FR.7.PE

PE. Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose). 2.FR.8.PE

PE. Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console). 2.FR.9.PE

PE. Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world). 2.FR.10.PE

PE. Encode two-syllable words with open syllables (e.g., robot, music, jumbo). 2.FR.11.PE

PE. Encode long vowel patterns (e.g., wild, told, kind, most, colt). 2.FR.12.PE

PE. Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon). 2.FR.13.PE

PE. Encode one-syllable words with diphthongs (i.e., oi, oy, ou, ow). 2.FR.14.PE

PE. Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle). 2.FR.15.PE

PE. Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary. 2.FR.16.PE

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andwriting

H. Form upper and lowercase cursive letters correctly, using a common path of movement. 2.FR.17.H

Fluency

F. Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. 2.FR.18.F

Reading Comprehension

Reading Fundamentals

RF. Ask questions about key details in a text. 2.RC.1.RF

RF. Answer questions about key details in a text. 2.RC.2.RF

RF. Retell (orally or in writing) a text read aloud including main idea and key details to demonstrate understanding of the central message or topic. 2.RC.3.RF

RF. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. 2.RC.4.RF

RF. Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text. 2.RC.5.RF

RF. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. 2.RC.6.RF

Reading Literature

RL. Describe a character's traits. 2.RC.7.RL

RL. Identify the main story elements (characters, settings, events, problem, and solution) in a text. 2.RC.8.RL

RL. Compare and contrast two versions of the same story (e.g., Three Little Pigs vs. The True Story of the Three Little Pigs). 2.RC.9.RL

RL. Explain how specific visual images contribute to and clarify story elements (setting, characters, and events). 2.RC.10.RL

RL. Identify differences in the perspectives of characters. 2.RC.11.RL

RL. Describe the overall structure of a story and the purpose of the parts (e.g., paragraphs, sections, chapters, stanzas, lines). 2.RC.12.RL

Reading Information

RI. Explain how an author uses reasons/evidence to support main ideas in a text. 2.RC.13.RI

RI. Compare and contrast two texts on the same topic. 2.RC.14.RI

RI. Determine the purpose of a section of a text (e.g., paragraphs, sections). 2.RC.15.RI

RI. Use text features (e.g., headings, table of contents, glossaries, bold font, italics) to locate key facts and information. 2.RC.16.RI

RI. Explain how specific visual images (e.g., charts, graphs, illustrations) contribute to and clarify a text. 2.RC.17.RI

RI. Identify the author's purpose of a text. 2.RC.18.RI

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Vocabulary

1. Determine or clarify the meaning of words and phrases in a text read aloud or independently. 2.V.1
2. Use sentence-level clues to identify the meaning of words or phrases. 2.V.2
3. Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type). 2.V.3
4. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 2.V.4
5. Distinguish the literal and nonliteral meanings of words and phrases in context. 2.V.5
6. Use knowledge of base words (including compound words) and common prefixes and suffixes (e.g., un-, re-, pre-, dis-, -ly, -able) as clues to meaning (e.g., add, addition, additional). 2.V.6

Writing

Style

S. Write an opinion piece about a topic or text with details to support the opinion. 2.W.1.S

S. Write an informative or explanatory piece about a topic, using facts from a source. 2.W.2.S

S. Write a narrative, using a logical sequence of events. 2.W.3.S

Production

P. Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade-appropriate conventions. 2.W.4.P

P. Organize writing logically, constructing an introduction, body, and a sense of closure. 2.W.5.P

P. Use transitional words to connect ideas. 2.W.6.P

P. Revise writing to expand and combine simple sentences to create compound sentences. 2.W.7.P

P. Edit writing to include K-2 language conventions for publishing. 2.W.8.P

P. Participate in shared research projects to gather information from experiences and/or provided sources to produce writing. 2.W.9.P

Collaborative Communication

Oral Language

OL. Participate in collaborative conversations following class created discussion guidelines to expand upon conversations. 2.CC.1.OL

OL. Ask and answer questions about what a speaker says to gather additional information and clarify understanding. 2.CC.2.OL

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P. Use relevant, descriptive details to orally share a story or experience that includes appropriate facts. 2.CC.3.P

P. Use visual displays to clarify ideas, thoughts, and feelings. 2.CC.4.P

P. Speak audibly in collaborative communication and presentations. 2.CC.5.P

Language

Structures

S. Use abstract nouns (e.g., love, peace, joy). 2.L.1.S

S. Use regular and irregular plural nouns (e.g., branches, elves; geese, sheep). 2.L.2.S

S. Use singular possessive common and proper nouns. 2.L.3.S

S. Use subject pronouns (e.g., I, he, she). 2.L.4.S

S. Use possessive pronouns (e.g., mine, his, hers) 2.L.5.S

S. Use pronoun/antecedent agreement. 2.L.6.S

S. Use common adjectives. 2.L.7.S

S. Recognize words adjectives modify. 2.L.8.S

S. Use irregular verbs (e.g., sang, came). 2.L.9.S

S. Use subject/verb agreement for singular and plural nouns. 2.L.10.S

S. Use adverbs. 2.L.11.S

S. Use conjunctions (and, but, or) in compound sentences. 2.L.12.S

S. Expand and combine simple sentences to create compound sentences, using two independent clauses. 2.L.13.S

Conventions

C. Capitalize holidays. 2.L.14.C

C. Capitalize product names. 2.L.15.C

C. Use all end punctuation marks. 2.L.16.C

C. Use commas with words and items in a series. 2.L.17.C

C. Use commas in greetings. 2.L.18.C

C. Use commas in closing of letters. 2.L.19.C

C. Use commas before a coordinating conjunction in a compound sentence. 2.L.20.C