

Main Criteria: Classroom Supplement Units Grade 2
Secondary Criteria: Arkansas Curriculum Frameworks
Subject: Language Arts
Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Arkansas Curriculum Frameworks
Language Arts
Grade 2 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.RI	Reading Standards for Informational Text

NT STANDARD	.2.	
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.RI.2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND/CONTENT STANDARD	AR.CC.RI.2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
BENCHMARK/PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
BENCHMARK/PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
STRAND/CONTENT STANDARD	AR.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.SL.2.	Speaking and Listening Standards

STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
BENCHMARK/PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND/CONTENT STANDARD	AR.CC.L. 2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
BENCHMARK/PROFICIENCY	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
BENCHMARK/PROFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
STRAND/CONTENT STANDARD	AR.CC.L. 2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).

STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Knowledge of Language
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK/PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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).

Unit 1

Arkansas Curriculum Frameworks
Language Arts
Grade 2 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.

STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.RI .2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND/CONTENT STANDARD	AR.CC.RI .2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

ENCHMARK		
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND/CONTENT STANDARD	AR.CC.RI.2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/B ENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/B ENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
BENCHMARK/PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
BENCHMARK/PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
BENCHMARK/PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND/CONTENT STANDARD	AR.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/B ENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.SL.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration

STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
BENCHMARK/PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND/CONTENT STANDARD	AR.CC.L. 2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
BENCHMARK/PROFICIENCY	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
BENCHMARK/PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND/CONTENT STANDARD	AR.CC.L. 2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
BENCHMARK/PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND/CONTENT STANDARD	AR.CC.L. 2.	Language Standards

STANDARD/STUDENT LEARNING EXPECTATION		Knowledge of Language
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK/PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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).

Unit 2

Arkansas Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to

LEARNING EXPECTATION/BENCHMARK		demonstrate understanding of key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.RI .2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND/CONTENT STANDARD	AR.CC.RI .2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure

STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND/CONTENT STANDARD	AR.CC.RI.2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
BENCHMARK/PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
BENCHMARK/PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
BENCHMARK/PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND/CONTENT STANDARD	AR.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.W.2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.W.2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing

DENT LEARNING EXPECTATION		
STUDENT LEARNING EXPECTATION/B ENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND/CONTE NT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STU DENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/B ENCHMARK	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.
BENCHMARK/PR OFICIENCY	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).
BENCHMARK/PR OFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
BENCHMARK/PR OFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND/CONTE NT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STU DENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/B ENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT LEARNING EXPECTATION/B ENCHMARK	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.
STRAND/CONTE NT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STU DENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/B ENCHMARK	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.
STUDENT LEARNING EXPECTATION/B ENCHMARK	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND/CONTE NT STANDARD	AR.CC.L. 2.	Language Standards
STANDARD/STU DENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/B ENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PR OFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
BENCHMARK/PR OFICIENCY	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
BENCHMARK/PR OFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).

BENCHMARK/PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
BENCHMARK/PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Knowledge of Language
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK/PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use

STUDENT LEARNING EXPECTATION/BENCHMARK	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).
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Unit 3

Arkansas Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.R	Reading Standards: Foundational Skills

NT STANDARD	F.2.	
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
BENCHMARK/PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
BENCHMARK/PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
BENCHMARK/PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND/CONTENT STANDARD	AR.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.W 2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.W 2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
BENCHMARK/PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND/CONTENT STANDARD	AR.CC.L. 2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
BENCHMARK/PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND/CONTENT STANDARD	AR.CC.L. 2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
BENCHMARK/PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
BENCHMARK/PROFICIENCY	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STRAND/CONTENT STANDARD	AR.CC.L. 2.	Language Standards
STANDARD/STUDENT		Knowledge of Language

LEARNING EXPECTATION		
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK/PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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).

Unit 4

Arkansas Curriculum Frameworks
Language Arts
Grade 2 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.

ENCHMARK		
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/B ENCHMARK	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.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/B ENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/B ENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.RI .2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/B ENCHMARK	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.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND/CONTENT STANDARD	AR.CC.RI .2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure

DENT LEARNING EXPECTATION		
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND/CONTE NT STANDARD	AR.CC.RI .2.	Reading Standards for Informational Text
STANDARD/STU DENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/B ENCHMARK	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND/CONTE NT STANDARD	AR.CC.RI .2.	Reading Standards for Informational Text
STANDARD/STU DENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/B ENCHMARK	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.
STRAND/CONTE NT STANDARD	AR.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD/STU DENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/B ENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PR OFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
BENCHMARK/PR OFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
BENCHMARK/PR OFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
BENCHMARK/PR OFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
BENCHMARK/PR OFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND/CONTE NT STANDARD	AR.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD/STU DENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/B ENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PR OFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PR OFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PR OFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND/CONTENT STANDARD	AR.CC.W.2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.W.2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND/CONTENT STANDARD	AR.CC.W.2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
BENCHMARK/PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to

LEARNING EXPECTATION/BENCHMARK		stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
BENCHMARK/PROFICIENCY	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
BENCHMARK/PROFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
BENCHMARK/PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
BENCHMARK/PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Knowledge of Language
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK/PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).

BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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).

Unit 5

Arkansas Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND/CONTENT STANDARD	AR.CC.R.L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT LEARNING	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

EXPECTATION/BENCHMARK		
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
BENCHMARK/PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
BENCHMARK/PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
BENCHMARK/PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND/CONTENT STANDARD	AR.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.W 2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	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.

ENCHMARK		
STRAND/CONTENT STANDARD	AR.CC.W.2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND/CONTENT STANDARD	AR.CC.W.2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
BENCHMARK/PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.S L.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards

STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
BENCHMARK/PROFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
BENCHMARK/PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
BENCHMARK/PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Knowledge of Language
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK/PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION/BENCHMARK		
BENCHMARK/PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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).

Unit 7

Arkansas Curriculum Frameworks
Language Arts
Grade 2 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND/CONTENT STANDARD	AR.CC.R.L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND/CONTENT STANDARD	AR.CC.R.L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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.

ENCHMARK		
STRAND/CONTENT STANDARD	AR.CC.R L.2.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
BENCHMARK/PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
BENCHMARK/PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
BENCHMARK/PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND/CONTENT STANDARD	AR.CC.R F.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.W 2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.W 2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

STRAND/CONTENT STANDARD	AR.CC.W.2.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND/CONTENT STANDARD	AR.CC.SL.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
BENCHMARK/PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.SL.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.CC.SL.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
BENCHMARK/PROFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).

OFICIENCY		
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
BENCHMARK/PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Knowledge of Language
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK/PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	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).
STRAND/CONTENT STANDARD	AR.CC.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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).

