Classroom Supplement Units Grade 2

Pre-writing

Alaska Content Standards

Language Arts

Grade **2** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
GOAL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.
GOAL	RL.2.3.	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.2.4.	Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.
GOAL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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 (e.g., problem-solution; chronology).
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.2.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.

PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GOAL	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.2.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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).
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussions.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	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).
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	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

Alaska Content Standards

Language Arts

Grade **2** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
GOAL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.
GOAL	RL.2.3.	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RL.2.4.	Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.
GOAL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	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 (e.g., problem-solution; chronology).
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Complexity**
GOAL	RL.2.10.	By the end of the year, read and comprehend a range of literature from a variety of

		cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.
GOAL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GOAL	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.2.8.	Describe how reasons given support specific opinions the author states in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.2.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding,

		rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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).
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussions.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

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

Alaska Content Standards

Language Arts

Grade **2** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RL.2.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	**RL.2.1.**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.**
GOAL	**RL.2.2.**	**Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.**
GOAL	**RL.2.3.**	**Describe how characters in a story, play or poem respond to major events, problems, and challenges.**

PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.2.4.	Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.
GOAL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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 (e.g., problem-solution; chronology).
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.2.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.
GOAL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GOAL	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.2.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.2.3.	Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.
PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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).
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussions.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.

GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.a.	Capitalize holidays, product names, and geographic names.
INDICATOR	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR	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).
INDICATOR	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).
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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 3

Alaska Content Standards

Language Arts

Grade **2** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
GOAL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.
GOAL	RL.2.3.	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.2.4.	Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.
GOAL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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 (e.g., problem-solution; chronology).
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.2.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.2.3.	Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.
PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION /		Comprehension and Collaboration

STRAND		
GOAL	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.
INDICATOR	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).
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussions.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
INDICATOR	L.2.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards

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

Alaska Content Standards

Language Arts

Grade **2** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
GOAL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.
GOAL	RL.2.3.	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.2.4.	Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.
GOAL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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 (e.g., problem-solution; chronology).
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.2.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.
GOAL	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
GOAL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GOAL	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.2.8.	Describe how reasons given support specific opinions the author states in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.2.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.2.10.	By the end of the year, read and comprehend a range of informational texts, including

		history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.2.3.	Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.
PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.
PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	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).
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussions.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language

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

Alaska Content Standards

Language Arts

Grade **2** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
GOAL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.
GOAL	RL.2.3.	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION /		Craft and Structure

STRAND		
GOAL	RL.2.4.	Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.
GOAL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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 (e.g., problem-solution; chronology).
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.2.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.2.3.	Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.

PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.
PERFORMANCE / CONTENT STANDARD	AK.W.2.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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).
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussions.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.2.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be

		modified.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	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).
INDICATOR	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).
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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

PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
GOAL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.
GOAL	RL.2.3.	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.2.4.	Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.
GOAL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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 (e.g., problem-solution; chronology).
PERFORMANCE / CONTENT STANDARD	AK.RL.2.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.2.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.2.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
PERFORMANCE	AK.RF.2.	Foundational Skills

	/ CONTENT STANDARD	
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.2.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	**RF.2.4.a.**	**Read on-level text with purpose and understanding.**
INDICATOR	**RF.2.4.b.**	**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
INDICATOR	**RF.2.4.c.**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
PERFORMANCE / CONTENT STANDARD	**AK.W.2.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.2.3.**	**Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.**
PERFORMANCE / CONTENT STANDARD	**AK.W.2.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	**W.2.5.**	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.**
PERFORMANCE / CONTENT STANDARD	**AK.W.2.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.2.8.**	**Recall information from experiences or gather information from provided sources to answer a question.**
PERFORMANCE / CONTENT STANDARD	**AK.SL.2.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**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.**
INDICATOR	**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).**
INDICATOR	**SL.2.1.b.**	**Build on others' talk in conversations by linking their comments to the remarks of others.**
INDICATOR	**SL.2.1.c.**	**Ask for clarification and further explanation as needed about the topics and texts under discussions.**
PERFORMANCE / CONTENT STANDARD	**AK.SL.2.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.2.2.**	**Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.**
GOAL	**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.**
PERFORMANCE / CONTENT	**AK.SL.2.**	**Speaking and Listening Standards**

STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	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).
INDICATOR	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).
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.2.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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).