

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Alabama Courses of Study

Language Arts

Grade 2 - Adopted: 2013

STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges. [RL.2.3]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.2.9.	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RI.2.10.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RI.2.1]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RI.2.13.	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. [RI.2.4]
STANDARD	RI.2.15.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RI.2.19.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]

STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.2.20.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
RELATED CONTENT / EXPECTATION	RF.2.20.a	Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
RELATED CONTENT / EXPECTATION	RF.2.20.b	Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
RELATED CONTENT / EXPECTATION	RF.2.20.c	Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
RELATED CONTENT / EXPECTATION	RF.2.20.d	Decode words with common prefixes and suffixes. [RF.2.3d]
RELATED CONTENT / EXPECTATION	RF.2.20.e	Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.2.21.	Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
RELATED CONTENT / EXPECTATION	RF.2.21.a	Read on-level text with purpose and understanding. [RF.2.4a]
RELATED CONTENT / EXPECTATION	RF.2.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.29.	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]
RELATED CONTENT / EXPECTATION	SL.2.29.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
RELATED CONTENT / EXPECTATION	SL.2.29.b	Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
RELATED CONTENT / EXPECTATION	SL.2.29.c	Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.30.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]
STANDARD	SL.2.31.	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. [SL.2.3]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.2.32.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]
STANDARD	SL.2.34.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]

STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.35.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]
RELATED CONTENT / EXPECTATION	L.2.35.a.	Use collective nouns (e.g., group). [L.2.1a]
RELATED CONTENT / EXPECTATION	L.2.35.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [L.2.1b]
RELATED CONTENT / EXPECTATION	L.2.35.c.	Use reflexive pronouns (e.g., myself, ourselves). [L.2.1c]
RELATED CONTENT / EXPECTATION	L.2.35.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). [L.2.1f]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.36.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
RELATED CONTENT / EXPECTATION	L.2.36.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Knowledge of Language
STANDARD	L.2.37.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
RELATED CONTENT / EXPECTATION	L.2.37.a.	Compare formal and informal uses of English. [L.2.3a]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4]
RELATED CONTENT / EXPECTATION	L.2.38.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
RELATED CONTENT / EXPECTATION	L.2.38.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b]
RELATED CONTENT / EXPECTATION	L.2.38.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.39.	Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
RELATED CONTENT / EXPECTATION	L.2.39.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use

STANDARD	L.2.40.	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). [L.2.6]
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Unit 1

Alabama Courses of Study

Language Arts

Grade 2 - Adopted: 2013

STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges. [RL.2.3]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
STANDARD	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. [RL.2.6]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.2.9.	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RI.2.10.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RI.2.1]
STANDARD	RI.2.12.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RI.2.13.	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. [RI.2.4]
STANDARD	RI.2.15.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RI.2.17.	Describe how reasons support specific points the author makes in a text. [RI.2.8]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text

OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RI.2.19.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.2.20.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
RELATED CONTENT / EXPECTATION	RF.2.20.a	Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
RELATED CONTENT / EXPECTATION	RF.2.20.b	Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
RELATED CONTENT / EXPECTATION	RF.2.20.c	Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
RELATED CONTENT / EXPECTATION	RF.2.20.d	Decode words with common prefixes and suffixes. [RF.2.3d]
RELATED CONTENT / EXPECTATION	RF.2.20.e	Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
RELATED CONTENT / EXPECTATION	RF.2.20.f.	Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.2.21.	Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
RELATED CONTENT / EXPECTATION	RF.2.21.a	Read on-level text with purpose and understanding. [RF.2.4a]
RELATED CONTENT / EXPECTATION	RF.2.21.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]
RELATED CONTENT / EXPECTATION	RF.2.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.29.	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]
RELATED CONTENT / EXPECTATION	SL.2.29.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
RELATED CONTENT / EXPECTATION	SL.2.29.b	Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
RELATED CONTENT / EXPECTATION	SL.2.29.c	Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.30.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]
STANDARD	SL.2.31.	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. [SL.2.3]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.2.32.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]
STANDARD	SL.2.34.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.35.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]
RELATED CONTENT / EXPECTATION	L.2.35.a.	Use collective nouns (e.g., group). [L.2.1a]
RELATED CONTENT / EXPECTATION	L.2.35.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [L.2.1b]
RELATED CONTENT / EXPECTATION	L.2.35.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [L.2.1d]
RELATED CONTENT / EXPECTATION	L.2.35.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
RELATED CONTENT / EXPECTATION	L.2.35.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). [L.2.1f]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.36.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
RELATED CONTENT / EXPECTATION	L.2.36.c.	Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
RELATED CONTENT / EXPECTATION	L.2.36.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Knowledge of Language
STANDARD	L.2.37.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
RELATED CONTENT / EXPECTATION	L.2.37.a.	Compare formal and informal uses of English. [L.2.3a]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4]
RELATED CONTENT / EXPECTATION	L.2.38.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
RELATED CONTENT / EXPECTATION	L.2.38.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b]

RELATED CONTENT / EXPECTATION	L.2.38.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]
RELATED CONTENT / EXPECTATION	L.2.38.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.39.	Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
RELATED CONTENT / EXPECTATION	L.2.39.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a]
RELATED CONTENT / EXPECTATION	L.2.39.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.40.	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). [L.2.6]

Unit 2

Alabama Courses of Study
Language Arts
Grade 2 - Adopted: 2013

STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges. [RL.2.3]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
STANDARD	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. [RL.2.6]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.2.9.	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text

OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RI.2.10.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RI.2.1]
STANDARD	RI.2.12.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RI.2.13.	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. [RI.2.4]
STANDARD	RI.2.15.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RI.2.19.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.2.20.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
RELATED CONTENT / EXPECTATION	RF.2.20.a	Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
RELATED CONTENT / EXPECTATION	RF.2.20.b	Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
RELATED CONTENT / EXPECTATION	RF.2.20.c	Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
RELATED CONTENT / EXPECTATION	RF.2.20.d	Decode words with common prefixes and suffixes. [RF.2.3d]
RELATED CONTENT / EXPECTATION	RF.2.20.e	Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
RELATED CONTENT / EXPECTATION	RF.2.20.f	Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.2.21.	Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
RELATED CONTENT / EXPECTATION	RF.2.21.a	Read on-level text with purpose and understanding. [RF.2.4a]
RELATED CONTENT / EXPECTATION	RF.2.21.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]
RELATED CONTENT / EXPECTATION	RF.2.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.2.24.	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. [W.2.3]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.2.25.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.29.	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]
RELATED CONTENT / EXPECTATION	SL.2.29.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
RELATED CONTENT / EXPECTATION	SL.2.29.b	Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
RELATED CONTENT / EXPECTATION	SL.2.29.c	Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.30.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]
STANDARD	SL.2.31.	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. [SL.2.3]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.2.32.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]
STANDARD	SL.2.33.	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. [SL.2.5]
STANDARD	SL.2.34.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.35.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]
RELATED CONTENT / EXPECTATION	L.2.35.a.	Use collective nouns (e.g., group). [L.2.1a]
RELATED CONTENT / EXPECTATION	L.2.35.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [L.2.1b]
RELATED CONTENT / EXPECTATION	L.2.35.c.	Use reflexive pronouns (e.g., myself, ourselves). [L.2.1c]
RELATED CONTENT / EXPECTATION	L.2.35.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [L.2.1d]
RELATED CONTENT / EXPECTATION	L.2.35.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
RELATED	L.2.35.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The

CONTENT / EXPECTATION		boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). [L.2.1f]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.36.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
RELATED CONTENT / EXPECTATION	L.2.36.a.	Capitalize holidays, product names, and geographic names. [L.2.2a]
RELATED CONTENT / EXPECTATION	L.2.36.c.	Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
RELATED CONTENT / EXPECTATION	L.2.36.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Knowledge of Language
STANDARD	L.2.37.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
RELATED CONTENT / EXPECTATION	L.2.37.a.	Compare formal and informal uses of English. [L.2.3a]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4]
RELATED CONTENT / EXPECTATION	L.2.38.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
RELATED CONTENT / EXPECTATION	L.2.38.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b]
RELATED CONTENT / EXPECTATION	L.2.38.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]
RELATED CONTENT / EXPECTATION	L.2.38.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.39.	Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
RELATED CONTENT / EXPECTATION	L.2.39.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a]
RELATED CONTENT / EXPECTATION	L.2.39.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.40.	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). [L.2.6]

Alabama Courses of Study

Language Arts

Grade 2 - Adopted: 2013

STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges. [RL.2.3]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
STANDARD	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. [RL.2.6]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.2.9.	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.2.20.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
RELATED CONTENT / EXPECTATION	RF.2.20.a	Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
RELATED CONTENT / EXPECTATION	RF.2.20.b	Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
RELATED CONTENT / EXPECTATION	RF.2.20.c	Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
RELATED CONTENT / EXPECTATION	RF.2.20.d	Decode words with common prefixes and suffixes. [RF.2.3d]
RELATED CONTENT / EXPECTATION	RF.2.20.e	Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
RELATED CONTENT / EXPECTATION	RF.2.20.f.	Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency

STANDARD	RF.2.21.	Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
RELATED CONTENT / EXPECTATION	RF.2.21.a	Read on-level text with purpose and understanding. [RF.2.4a]
RELATED CONTENT / EXPECTATION	RF.2.21.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]
RELATED CONTENT / EXPECTATION	RF.2.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.2.24.	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. [W.2.3]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.2.25.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.29.	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]
RELATED CONTENT / EXPECTATION	SL.2.29.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
RELATED CONTENT / EXPECTATION	SL.2.29.b	Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
RELATED CONTENT / EXPECTATION	SL.2.29.c	Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.30.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]
STANDARD	SL.2.31.	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. [SL.2.3]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.2.32.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]
STANDARD	SL.2.33.	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. [SL.2.5]
STANDARD	SL.2.34.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.35.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]

RELATED CONTENT / EXPECTATION	L.2.35.a.	Use collective nouns (e.g., group). [L.2.1a]
RELATED CONTENT / EXPECTATION	L.2.35.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [L.2.1d]
RELATED CONTENT / EXPECTATION	L.2.35.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
RELATED CONTENT / EXPECTATION	L.2.35.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). [L.2.1f]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.36.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
RELATED CONTENT / EXPECTATION	L.2.36.c.	Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
RELATED CONTENT / EXPECTATION	L.2.36.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]
RELATED CONTENT / EXPECTATION	L.2.36.f.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Knowledge of Language
STANDARD	L.2.37.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
RELATED CONTENT / EXPECTATION	L.2.37.a.	Compare formal and informal uses of English. [L.2.3a]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4]
RELATED CONTENT / EXPECTATION	L.2.38.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
RELATED CONTENT / EXPECTATION	L.2.38.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b]
RELATED CONTENT / EXPECTATION	L.2.38.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]
RELATED CONTENT / EXPECTATION	L.2.38.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.39.	Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
RELATED CONTENT / EXPECTATION	L.2.39.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a]
RELATED CONTENT /	L.2.39.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b]

EXPECTATION		
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.40.	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). [L.2.6]

Unit 4

Alabama Courses of Study
Language Arts
Grade 2 - Adopted: 2013

STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges. [RL.2.3]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
STANDARD	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. [RL.2.6]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.2.9.	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RI.2.10.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RI.2.1]
STANDARD	RI.2.11.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2]
STANDARD	RI.2.12.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RI.2.13.	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. [RI.2.4]
STANDARD	RI.2.15.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]

STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RI.2.17.	Describe how reasons support specific points the author makes in a text. [RI.2.8]
STRAND / DOMAIN	AL.RI.2.	Reading Standards for Informational Text
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RI.2.19.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.2.20.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
RELATED CONTENT / EXPECTATION	RF.2.20.a	Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
RELATED CONTENT / EXPECTATION	RF.2.20.b	Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
RELATED CONTENT / EXPECTATION	RF.2.20.c	Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
RELATED CONTENT / EXPECTATION	RF.2.20.d	Decode words with common prefixes and suffixes. [RF.2.3d]
RELATED CONTENT / EXPECTATION	RF.2.20.e	Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
RELATED CONTENT / EXPECTATION	RF.2.20.f.	Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.2.21.	Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
RELATED CONTENT / EXPECTATION	RF.2.21.a	Read on-level text with purpose and understanding. [RF.2.4a]
RELATED CONTENT / EXPECTATION	RF.2.21.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]
RELATED CONTENT / EXPECTATION	RF.2.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.2.24.	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. [W.2.3]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.2.25.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]
STRAND / DOMAIN	AL.W.2.	Writing Standards

OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.2.28.	Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.29.	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]
RELATED CONTENT / EXPECTATION	SL.2.29.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
RELATED CONTENT / EXPECTATION	SL.2.29.b.	Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
RELATED CONTENT / EXPECTATION	SL.2.29.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.30.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]
STANDARD	SL.2.31.	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. [SL.2.3]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.2.32.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]
STANDARD	SL.2.33.	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. [SL.2.5]
STANDARD	SL.2.34.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.35.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]
RELATED CONTENT / EXPECTATION	L.2.35.a.	Use collective nouns (e.g., group). [L.2.1a]
RELATED CONTENT / EXPECTATION	L.2.35.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [L.2.1b]
RELATED CONTENT / EXPECTATION	L.2.35.c.	Use reflexive pronouns (e.g., myself, ourselves). [L.2.1c]
RELATED CONTENT / EXPECTATION	L.2.35.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [L.2.1d]
RELATED CONTENT / EXPECTATION	L.2.35.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
RELATED CONTENT / EXPECTATION	L.2.35.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). [L.2.1f]
STRAND /	AL.L.2.	Language Standards

DOMAIN		
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.36.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
RELATED CONTENT / EXPECTATION	L.2.36.c.	Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
RELATED CONTENT / EXPECTATION	L.2.36.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Knowledge of Language
STANDARD	L.2.37.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
RELATED CONTENT / EXPECTATION	L.2.37.a.	Compare formal and informal uses of English. [L.2.3a]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4]
RELATED CONTENT / EXPECTATION	L.2.38.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
RELATED CONTENT / EXPECTATION	L.2.38.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b]
RELATED CONTENT / EXPECTATION	L.2.38.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]
RELATED CONTENT / EXPECTATION	L.2.38.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.39.	Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
RELATED CONTENT / EXPECTATION	L.2.39.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a]
RELATED CONTENT / EXPECTATION	L.2.39.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.40.	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). [L.2.6]

Unit 5

STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges. [RL.2.3]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
STANDARD	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. [RL.2.6]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.2.9.	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.2.20.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
RELATED CONTENT / EXPECTATION	RF.2.20.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
RELATED CONTENT / EXPECTATION	RF.2.20.b.	Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
RELATED CONTENT / EXPECTATION	RF.2.20.c.	Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
RELATED CONTENT / EXPECTATION	RF.2.20.d.	Decode words with common prefixes and suffixes. [RF.2.3d]
RELATED CONTENT / EXPECTATION	RF.2.20.e.	Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
RELATED CONTENT / EXPECTATION	RF.2.20.f.	Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.2.21.	Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
RELATED CONTENT / EXPECTATION	RF.2.21.a.	Read on-level text with purpose and understanding. [RF.2.4a]
RELATED CONTENT / EXPECTATION	RF.2.21.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]

RELATED CONTENT / EXPECTATION	RF.2.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.2.24.	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. [W.2.3]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.2.25.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.2.28.	Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.29.	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]
RELATED CONTENT / EXPECTATION	SL.2.29.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
RELATED CONTENT / EXPECTATION	SL.2.29.b	Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
RELATED CONTENT / EXPECTATION	SL.2.29.c	Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.30.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]
STANDARD	SL.2.31.	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. [SL.2.3]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.2.32.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]
STANDARD	SL.2.33.	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. [SL.2.5]
STANDARD	SL.2.34.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.35.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]

RELATED CONTENT / EXPECTATION	L.2.35.a.	Use collective nouns (e.g., group). [L.2.1a]
RELATED CONTENT / EXPECTATION	L.2.35.c.	Use reflexive pronouns (e.g., myself, ourselves). [L.2.1c]
RELATED CONTENT / EXPECTATION	L.2.35.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
RELATED CONTENT / EXPECTATION	L.2.35.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). [L.2.1f]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.36.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
RELATED CONTENT / EXPECTATION	L.2.36.c.	Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
RELATED CONTENT / EXPECTATION	L.2.36.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Knowledge of Language
STANDARD	L.2.37.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
RELATED CONTENT / EXPECTATION	L.2.37.a.	Compare formal and informal uses of English. [L.2.3a]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4]
RELATED CONTENT / EXPECTATION	L.2.38.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
RELATED CONTENT / EXPECTATION	L.2.38.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b]
RELATED CONTENT / EXPECTATION	L.2.38.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]
RELATED CONTENT / EXPECTATION	L.2.38.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.39.	Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
RELATED CONTENT / EXPECTATION	L.2.39.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a]
RELATED CONTENT / EXPECTATION	L.2.39.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b]
STRAND / DOMAIN	AL.L.2.	Language Standards

OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.40.	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). [L.2.6]

Unit 7

Alabama Courses of Study

Language Arts

Grade 2 - Adopted: 2013

STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Key Ideas and Details
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges. [RL.2.3]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Craft and Structure
STANDARD	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
STANDARD	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. [RL.2.6]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
STRAND / DOMAIN	AL.RL.2.	Reading Standards for Literature
OBJECTIVE / CATEGORY		Range of Reading and Level of Text Complexity
STANDARD	RL.2.9.	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Phonics and Word Recognition
STANDARD	RF.2.20.	Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
RELATED CONTENT / EXPECTATION	RF.2.20.a	Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
RELATED CONTENT / EXPECTATION	RF.2.20.b	Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
RELATED CONTENT / EXPECTATION	RF.2.20.c	Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
RELATED CONTENT / EXPECTATION	RF.2.20.d	Decode words with common prefixes and suffixes. [RF.2.3d]
RELATED CONTENT / EXPECTATION	RF.2.20.e	Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
RELATED	RF.2.20.f.	Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]

CONTENT / EXPECTATION		
STRAND / DOMAIN	AL.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE / CATEGORY		Fluency
STANDARD	RF.2.21.	Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
RELATED CONTENT / EXPECTATION	RF.2.21.a	Read on-level text with purpose and understanding. [RF.2.4a]
RELATED CONTENT / EXPECTATION	RF.2.21.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]
RELATED CONTENT / EXPECTATION	RF.2.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	W.2.24.	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. [W.2.3]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Production and Distribution of Writing
STANDARD	W.2.25.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]
STRAND / DOMAIN	AL.W.2.	Writing Standards
OBJECTIVE / CATEGORY		Research to Build and Present Knowledge
STANDARD	W.2.28.	Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.29.	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]
RELATED CONTENT / EXPECTATION	SL.2.29.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
RELATED CONTENT / EXPECTATION	SL.2.29.b	Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
RELATED CONTENT / EXPECTATION	SL.2.29.c	Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Comprehension and Collaboration
STANDARD	SL.2.30.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]
STANDARD	SL.2.31.	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. [SL.2.3]
STRAND / DOMAIN	AL.SL.2.	Speaking and Listening Standards
OBJECTIVE / CATEGORY		Presentation of Knowledge and Ideas
STANDARD	SL.2.33.	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. [SL.2.5]
STANDARD	SL.2.34.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.35.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]
RELATED CONTENT / EXPECTATION	L.2.35.a.	Use collective nouns (e.g., group). [L.2.1a]
RELATED CONTENT / EXPECTATION	L.2.35.c.	Use reflexive pronouns (e.g., myself, ourselves). [L.2.1c]
RELATED CONTENT / EXPECTATION	L.2.35.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [L.2.1d]
RELATED CONTENT / EXPECTATION	L.2.35.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). [L.2.1f]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Conventions of Standard English
STANDARD	L.2.36.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
RELATED CONTENT / EXPECTATION	L.2.36.c.	Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
RELATED CONTENT / EXPECTATION	L.2.36.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Knowledge of Language
STANDARD	L.2.37.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
RELATED CONTENT / EXPECTATION	L.2.37.a.	Compare formal and informal uses of English. [L.2.3a]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies. [L.2.4]
RELATED CONTENT / EXPECTATION	L.2.38.a.	Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]
RELATED CONTENT / EXPECTATION	L.2.38.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b]
RELATED CONTENT / EXPECTATION	L.2.38.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c]
RELATED CONTENT / EXPECTATION	L.2.38.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE /		Vocabulary Acquisition and Use

CATEGORY		
STANDARD	L.2.39.	Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
RELATED CONTENT / EXPECTATION	L.2.39.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b]
STRAND / DOMAIN	AL.L.2.	Language Standards
OBJECTIVE / CATEGORY		Vocabulary Acquisition and Use
STANDARD	L.2.40.	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). [L.2.6]