

Dept. of Education and
Early Development



ALASKA ENGLISH/LANGUAGE ARTS STANDARDS WITH LEARNING TARGETS GRADE 2

Adapted with permission from the Kentucky Department of Education, Frankfort, Kentucky 40601.

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Content	Reading Standards for Literature
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key details in text. Describe key details of the text using who, what, where, when, why, and how.	Determine the answers of literary text using who, what, where, when, why, and how.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Content	Reading Standards for Literature
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify fables and folktales from diverse cultures. Define diverse cultures. Recall details from stories (e.g., fables and folktales).	Recount details of a story (e.g., fables and folktales). Determine the message, lesson or moral of a story (e.g., fables and folktales).		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards for Literature
Grade Level	2
Standard	RL.2.3
	Describe how characters in a story, play or poem respond to major events, problems, and challenges.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define character and major events. Identify major events or challenges of story.	Describe how characters respond to major events and challenges.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards for Literature
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify rhyming words, alliteration and other types of figurative language. Recognize regular beats and repeated lines in a story, poem and song. Recognize rhythm within a story, poem, and song.	Describe how words and phrases supply rhythm or impact meaning in a story, poem and song.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Content	Reading Standards for Literature
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the structure of the story. Describe how the beginning introduces the story, the action that takes place in the middle, and how the ending concludes the action.			

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Assess how point of view or purpose shapes the content and style of a text.
Content	Reading Standards for Literature
Grade Level	2
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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify characters and traits of each character. Define point of view. Recognize dialogue to determine who is speaking.	Analyze characters to know what type of voice to use when speaking the part. Determine differences in each character's point of view.	Read the dialogue in text using appropriate voices for different characters.	

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Content	Reading Standards for Literature
Grade Level	2
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 (e.g., problem-solution; chronology).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify plot. Recognize digital text. Obtain information from illustrations and words in various types of text.	Explain characters, setting and plot using information obtained from illustrations and words in print. Understand characters, setting and plot using information obtained from illustrations and words in digital text.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Content	Reading Standards for Literature
Grade Level	2
Standard	RL.2.8
	(Not applicable to literature)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Content	Reading Standards for Literature
Grade Level	2
Standard	RL.2.9
	Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recall details and events from two or more versions of a story by different authors. Identify characters of two or more versions of a story by different authors.	Compare and contrast two or more versions of the same story by different authors representing different cultures.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Read and comprehend a range of complex literary and informational texts independently and proficiently.
Content	Reading Standards for Literature
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in literary text (stories and poetry) key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.	Comprehend independently in literary text (stories and poetry) key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key details in an informational text. Describe key details in an informational text using the questions who, what, when, where, why, and how.	Determine the answers to questions about informational text using the questions who, what, when, where, why, and how.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	RI.2.2
	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize the main topic of multiparagraph informational text. Identify the focus of specific paragraphs that support the main topic of a text.			

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	RI.2.3
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the historical events that occurred in a text, scientific ideas or concepts that occur in a text and the steps in a procedure.	Describe the connection that occurs in a text between a series of historical events, scientific ideas or concepts, and the steps from a procedure.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	RI.2.4
	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify words and phrases in a text relevant to a grade 2 topic or subject area.	Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	RI.2.5
	Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine how readers use different text features.			
Identify various text features.			
Use various text features to locate key facts or information in a text.			

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Assess how point of view or purpose shapes the content and style of a text.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	RI.2.6
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the author's purpose.			
Identify the main idea.			
Identify what the author wants to answer, explain or describe.			

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	RI.2.7
	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify images in an informational text. Understand the terms explain, contribute, and clarify.	Discuss how specific images add to and clarify informational text.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	RI.2.8
	Describe how reasons given support specific opinions the author states in a text.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the key points in a text. Identify details that support key points.	Describe how reasons support the author's specific points.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	RI.2.9 Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the important points presented in two informational texts on the same topic.	Compare the important points in two informational texts on the same topic. Contrast the important points in two informational texts on the same topic.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Read and comprehend a range of complex literary and informational texts independently and proficiently.
Content	Reading Standards for Informational Text
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in an informational text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.	Comprehend independently in an informational text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Content	Reading Standards: Foundational Skills
Grade Level	2
Standard	<p>RF.2.3.a-f</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words;</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words; b. Know spelling-sound correspondences for additional common vowel teams; c. Decode regularly spelled two-syllable words with long vowels; d. Decode words with common prefixes and suffixes; e. Identify words with inconsistent but common spelling-sound correspondences; f. Recognize and read grade-appropriate, irregularly spelled words.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Know grade-level phonics and word analysis skills in decoding words.</p> <p>Recognize the rules for short and long vowel sounds.</p> <p>Identify long vowel and short sounds in one-syllable words.</p> <p>Identify long and short sounds made by vowel teams.</p>	<p>Apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Read grade-appropriate, irregularly spelled words.</p>	

<p>Know the rules for long vowels in two-syllable words.</p> <p>Read two-syllable words with long vowel sounds.</p> <p>Recognize a prefix and a suffix in words.</p> <p>Read common prefixes and suffixes.</p> <p>Read words with common prefixes and suffixes.</p> <p>Recognize that some words have inconsistent spelling-sound correspondence (e.g., <i>cow</i>, <i>row</i>, <i>bow</i>, or <i>pint</i>, <i>mint</i>).</p>			
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Alaska English/Language Arts Standards Grade 2

Anchor Standard	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meanings or tone.
Content	Reading Standards: Foundational Skills
Grade Level	2
Standard	RF.2.4.a-c
	Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the purpose and understanding of text.	Determine the purpose for reading on-level text.	To support comprehension, read on-level text fluently and accurately and reread with fluency as necessary.	
Identify oral reading with accuracy, appropriate rate, and expression on successive reading.	Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings.	Read with accuracy, appropriate rate, and expression on successive readings.	
Identify rereading, when necessary, as a strategy when confirming or self-correcting words in text.	Confirm or self-correct word recognition and understanding by using context.		
Understand how context can help to confirm or self-correct word			

recognition.			
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Alaska English/Language Arts Standards Grade 2

Anchor Standard	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Content	Writing Standards K-5
Grade Level	2
Standard	W.2.1
	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify a topic or title of a book to write about. Recognize what an opinion is. Recognize and define opinions, concluding sections or statements, and linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>).	Formulate and articulate an opinion about a text or topic. Generate supporting reasons for stated opinions. Organize writing to introduce, support, and conclude. Link ideas with effective words in order to connect opinions and reasons.		Write an opinion piece which introduces the topic or book, states the opinion, supplies at least two supporting reasons for the opinion, uses effective words to link opinions and reasons, and provides a concluding statement or section.

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Content	Writing Standards K-5
Grade Level	2
Standard	W.2.2
	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize an informative and explanatory text. Identify topic sentences, facts, definitions, and concluding statements.	Use facts and definitions appropriately to develop points. Determine an appropriate concluding statement or section.		Write an informative/explanatory text that focuses on a specific topic, uses facts and definitions to develop the topic and includes a concluding statement or section.

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Content	Writing Standards K-5
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify components of narrative writing including beginning and ending, sequence of events, details related to events and temporal words.	Choose relevant details that correspond to a chosen event. Reflect on identified event. Apply appropriate temporal words in order to signal change of events in narrative. Create relevant and elaborated details to support events of narrative.		Write a narrative that recounts a well-elaborated event or short sequence of events and includes supporting details, temporal words, and a sense of closure.

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Content	Writing Standards K-5
Grade Level	2
Standard	W.2.4 (Begins in grade 3)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Content	Writing Standards K-5
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With guidance and support from adults and peers, students recognize how to focus on a topic and revise and edit.	With guidance and support from peers and adults, students strengthen writing as needed by revising and editing.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
Content	Writing Standards K-5
Grade Level	2
Standard	W.2.6
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With guidance and support, use basic computer skills (e.g. turn on computer, log on, and use common software and basic word processing tools).	With guidance and support, choose digital tools for producing and publishing writing.	With guidance and support, use technology to produce and publish writing individually and with peers.	

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Content	Writing Standards K-5
Grade Level	2
Standard	W.2.7
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Apply sources and tools to conduct shared research on a single topic.	Organize relevant information on a topic (e.g., share information, produce a report). Participate in shared research and writing projects.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Content	Writing Standards K-5
Grade Level	2
Standard	W.2.8
	Recall information from experiences or gather information from provided sources to answer a question.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recall information. Gather information from sources.	Answer a question recalling information from experiences and using information from a provided source or multiple sources.		

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Content	Writing Standards K-5
Grade Level	2
Standard	W.2.9 (Begins in grade 4)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Content	Writing Standards K-5
Grade Level	2
Standard	W.2.10 (Begins in grade 3)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

Alaska English/Language Arts Standards

Grade 2

Anchor Standard	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Content	Speaking and Listening Standards K-5
Grade Level	2
Standard	SL.2.1.a-c
	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups;</p> <p>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);</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others;</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussions.</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Identify ideas from second grade topics and texts.</p> <p>Identify agreed-upon rules for discussion.</p> <p>Recognize how others listen, ask questions on topics, and move conversations along.</p>	<p>Formulate comments and questions appropriate to the topic of discussion.</p> <p>Determine if agreed-upon discussion rules are being followed.</p>	<p>Participate in conversations about grade 2 topics and texts.</p> <p>Follow agreed-upon rules for discussion.</p> <p>Connect comments to the comments of others.</p> <p>Ask questions to better understand topics and text.</p>	

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Content	Speaking and Listening Standards K-5
Grade Level	2
Standard	SL.2.2
	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Recount key ideas and/or details from a text read aloud, from information presented orally, and through other media.</p> <p>Describe key ideas or details from a text read aloud, information presented orally, and through other media.</p>			

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Content	Speaking and Listening Standards K-5
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify a speaker's topic or issue. Identify situations where information is needed, understanding could be deepened, and comprehension needs to be clarified about what a speaker says.	Formulate appropriate questions about what a speaker says in order to clarify comprehension, gather additional information, and deepen understanding of a topic or issue. Formulate appropriate answers to questions about what a speaker says in order to clarify comprehension, provide additional information and deepen understanding of a topic or issue.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, and deepen understanding of a topic or issue.	

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
Content	Speaking and Listening Standards K-5
Grade Level	2
Standard	SL.2.4 Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify appropriate facts and relevant, descriptive details.	Determine appropriate facts and relevant, descriptive details.	Tell a story or recount an experience aloud, with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences.	
Identify and recall an experience.	Formulate coherent sentences.		
Recognize what constitutes a coherent sentence.			
Recognize what constitutes an adequate audible volume.			

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Content	Speaking and Listening Standards K-5
Grade Level	2
Standard	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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize an audio recording. Recount an experience. Create an audio recording.	Determine when it's appropriate to clarify ideas, thoughts and feelings with drawings or other visual displays. Clarify ideas, thoughts, and feeling by adding drawings/visual displays.	Create audio recordings of stories or poems. Add drawings/visual displays to stories and experiences.	

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Content	Speaking and Listening Standards K-5
Grade Level	2
Standard	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.)

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize complete sentences in writing and when spoken. Identify audience. Recognize task and situation.	Differentiate when situation calls for speaking in complete sentences. Interpret requested detail or clarification. Formulate a response.	Speak in complete sentences when appropriate to task and situation. Respond to answer questions or to clarify.	

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Content	Language Standards K-5
Grade Level	2
Standard	<p>L.2.1.a-f</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</p> <p>a. Use collective nouns (e.g., <i>group</i>);</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>);</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>);</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>);</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified;</p> <p>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).</p>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify collective nouns.	Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of grammar and usage when speaking.	
Recognize irregular plural nouns and reflexive pronouns.	Use collective nouns.	Use collective nouns.	
Know past tense forms of irregular verbs.	Form irregular plural nouns.	Form and use frequently occurring irregular plural nouns.	
Identify adjectives and adverbs.	Use reflexive pronouns.	Use reflexive pronouns.	
	Use past tense of irregular verbs.		

	<p>Choose between adjectives and adverbs.</p> <p>Rearrange complete simple and compound sentences.</p>	<p>Form and use the past tense of frequently occurring irregular verbs.</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Produce, expand, and rearrange complete simple and compound sentences.</p>	
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Alaska English/Language Arts Standards Grade 2

Anchor Standard	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Content	Language Standards K-5
Grade Level	2
Standard	L.2.2.a-e
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names; b. Use commas in greetings and closing of letters; c. Use an apostrophe to form contractions and frequently occurring possessives; d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>); e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Apply correct capitalization, punctuation and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form			

<p>contractions and frequently occurring possessives.</p> <p>Use spelling rules and patterns.</p> <p>Use reference materials, including beginning dictionaries, as needed to check and correct spelling.</p>			
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Alaska English/Language Arts Standards Grade 2

Anchor Standard	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Content	Language Standards K-5
Grade Level	2
Standard	L.2.3
	Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Compare formal and informal uses of English.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize conventions of language for writing, speaking, reading and listening. Identify conventions of language for formal and informal use of English.	Use knowledge of language when writing, speaking, and reading. Use knowledge of language conventions when writing, reading and listening. Compare formal and informal use of English.	Use knowledge of language when speaking and knowledge of language conventions when speaking.	

Alaska English/Language Arts Standards Grade 2

Anchor Standard	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Content	Language Standards K-5
Grade Level	2
Standard	L.2.4.a-e
	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; <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase; b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>); c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>); d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>); e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify and use context clues within sentences construct meaning of unknown or multiple meaning words.	Apply knowledge of common root words to problem solve novel words with same root (e.g., <i>addition, additional</i>).		
Identify and use context clues to construct the meaning of	Predict the meaning of compound words by using meaning of		

<p>common grade appropriate prefixes and new words formed with them (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>Identify and use context clues to construct the meaning of grade appropriate root words, compound words and to define individual words within the compound word.</p> <p>Use print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases and digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases.</p> <p>Apply ABC order to appropriate resources.</p>	<p>individual parts (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>Choose to use a glossary or dictionary (print or digital) to determine or clarify meaning of an unknown word.</p> <p>Determine or clarify meaning of unknown or multiple-meaning words and phrases.</p> <p>Choose flexibly from an array of vocabulary strategies.</p>		
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Alaska English/Language Arts Standards

Grade 2

Anchor Standard	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Content	Language Standards K-5
Grade Level	2
Standard	L.2.5.a-b Demonstrate understanding of word relationships and nuances in word meanings; a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy); b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Demonstrate understanding of word relationships and nuances in word meanings. Identify verbs and adjectives. Identify real life connections between words and their use.	Distinguish meaning between closely related verbs and adjectives.		

Alaska English/Language Arts Standards

Grade 2

Anchor Standard	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in
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	gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Content	Language Standards K-5
Grade Level	2
Standard	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.).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Use words and phrases acquired through conversations, reading, being read to, and responding to texts. Identify and use adjectives and adverbs.	Distinguish between words and phrases acquired through conversations, reading, being read to, and responding to texts. Determine when an adjective or adverb should be used to describe. Use words and phrases, including adjectives and adverbs, acquired through conversations, reading, being read to, and responding to texts accurately and appropriately.		