

# Alaska, Grade 2

| Alaska Strand/Standard             | Focus of Alaska Standard  | For More Information |
|------------------------------------|---|----------------------|
| <b>Reading Literature</b>          |   |                      |
| RL.1                               | Using key details, ask and answer questions to demonstrate understanding of a text  | R1 pp. 6–11          |
| RL.2                               | Retell stories and determine author’s purpose, lesson, or moral   | R2 pp. 12–17         |
| RL.3                               | Describe how characters respond to major events and challenges  | R3 pp. 18–23         |
| RL.4                               | Describe how words or phrases supply rhythm and meaning in a story  | R4 pp. 24–29         |
| RL.5                               | Describe the overall structure of a story, including the beginning, middle, and ending  | R5 pp. 30–35         |
| RL.6                               | Acknowledge differences in characters’ points of view   | R6 pp. 36–41         |
| RL.7                               | Use information gathered from illustrations and words to demonstrate understanding of story elements                                | R7 pp. 42–47         |
| RL.8                               | NA  |                      |
| RL.9                               | Compare and contrast two or more versions of the same story   | R9 pp. 54–59         |
| RL.10                              | Read and comprehend texts of appropriate complexity   | R10 pp. 60–65        |
| <b>Reading Informational Text</b>  |   |                      |
| RI.1                               | Ask and answer questions to demonstrate understanding of a text, using key details  | R1 pp. 6–11          |
| RI.2                               | Identify the main topic and retell key details of a text, as well as the focus of specific paragraphs                               | R2 pp. 12–17         |
| RI.3                               | Describe the connection between a series of events, ideas, concepts, or steps in a text   | R3 pp. 18–23         |
| RI.4                               | Determine the meaning of words and phrases in a text relevant to a grade-level topic  | R4 pp. 24–29         |
| RI.5                               | Use text features to efficiently locate information in a text   | R5 pp. 30–35         |
| RI.6                               | Identify the main purpose of a text   | R6 pp. 36–41         |
| RI.7                               | Explain how specific images contribute to and clarify a text  | R7 pp. 42–47         |
| RI.8                               | Describe how reasons an author gives support points in a text   | R8 pp. 48–53         |
| RI.9                               | Compare and contrast the most important points in two texts on the same topic   | R9 pp. 54–59         |
| RI.10                              | Read and comprehend informational texts of appropriate complexity   | R10 pp. 60–65        |
| <b>Reading Foundational Skills</b> |   |                      |
| RF.1                               | NA  |                      |
| RF.2                               | NA  |                      |
| RF.3                               | Phonics: Know and apply grade-level phonics and word analysis skills in decoding words  | RF3 pp. 84–89        |
| RF.4                               | Fluency: Read level-appropriate texts with accuracy and fluency   | RF4 pp. 90–95        |
| <b>Writing</b>                     |   |                      |
| W.1                                | Write opinion pieces: introduce the topic, state an opinion, supply reasons using linking words, and provide closure                | W1 pp. 100–105       |
| W.2                                | Write informative/explanatory texts: name a topic, use facts to develop points, and provide closure                                 | W2 pp. 106–111       |
| W.3                                | Write narratives: sequence events; include details to describe actions, thoughts, and feelings; use temporal words; provide closure | W3 pp. 112–117       |
| W.4                                | NA  |                      |
| W.5                                | Focus on a topic and strengthen writing by revising and editing   | W5 pp. 118–123       |

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|-------------------------------|--|----------------------|
| <b>Writing</b>                |  |                      |
| W.6                           | Use a variety of digital tools to produce and publish writing  | W6 pp. 124–129       |
| W.7                           | Participate in shared research and writing projects  | W7 pp. 130–135       |
| W.8                           | Recall information from experiences or gather information from provided sources to answer a question               | W8 pp. 136–141       |
| W.9                           | NA   |                      |
| W.10                          | NA   |                      |
| <b>Speaking and Listening</b> |  |                      |
| SL.1                          | Participate in collaborative conversations with diverse partners about topics and texts in small and larger groups | SL1 pp. 146–151      |
| SL.2                          | Retell or describe key ideas or details in information presented orally  | SL2 pp. 152–157      |
| SL.3                          | Ask and answer questions in order to get information, deepen understanding, or clarify comprehension               | SL3 pp. 158–163      |
| SL.4                          | Tell a story or retell and experience with appropriate facts and relevant details                                  | SL4 pp. 164–169      |
| SL.5                          | Create audio recordings of stories or poems, adding visual displays as appropriate for clarification               | SL5 pp. 170–175      |
| SL.6                          | Produce complete sentences when appropriate to task and situation  | SL6 pp. 176–181      |
| <b>Language</b>               |  |                      |
| L.1                           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking              | L1 pp. 186–191       |
| L.2                           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  | L2 pp. 192–197       |
| L.3                           | Use knowledge of language and its conventions when writing, speaking, reading, or listening                        | L3 pp. 198–203       |
| L.4                           | Determine or clarify the meaning of unknown and multiple-meaning words and phrases                                 | L4 pp. 204–209       |
| L.5                           | Demonstrate understanding of word relationships and nuances in word meanings                                       | L5 pp. 210–215       |
| L.6                           | Use words and phrases acquired through conversations, reading, being read to, and responding to texts              | L6 pp. 216–221       |