Grade 2 English Language Arts Standards

Comparison Tool for Standards Transition

Updated June 2012

This document can be used to assist educators in analyzing the commonalities and differences between the new Alaska English Language Arts (ELA) standards and the Fourth Edition (Grade Level Expectations). This document is a first start toward a transition and districts may choose to augment with more detail.

The first column contains the new ELA standards. The second column shows the Grade Level Expectations (GLEs) that align to the new standards. The third column provides comments, usually highlighting differences between the new standards and GLEs that align in higher grades. Additionally, the comments may include a notation about an increase in rigor. Rigor may be defined as a standard that requires deeper understanding, higher order thinking, expanded analytical processes, or simply a skill introduced at an earlier grade.

Note that some GLEs are coded with an L. This signifies that the GLE was not assessed on the statewide assessment; it was to be assessed at the local level. No new standards are identified as being for local assessment. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

In most cases there are not complete matches between the two sets of standards, and it should not be assumed that either the content or skills found in one set of standards will match completely with those of the other set.

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **2.** Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.  Any aligned GLE found in the higher grades will need to be absorbed in the lower grade as part of the transition.  GLEs are coded with an L. This signifies that the GLE was assessed at the local level. | **[3] 1.4.1** Retelling or dramatizing a story after reading it (L)  **[3] 1.4.2** Restating information after reading a text or identifying accurate restatements | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)  The new standard specifies explaining how the author’s purpose, message, lesson or moral is conveyed. This is an increase in rigor. |

The new standards represent a shift in the purpose of the standards. They are more instructional in nature, intended to guide classroom curriculum. The new standards do not serve as an assessment document unlike the GLEs. The Department with the support of stakeholders will prepare an assessment framework which will guide the development of the new assessments. The new standards will be assessed starting spring 2016. Until then, all districts will continue administering the Standards Based Assessments aligned to the GLEs through spring 2015.

A table at the end of each content area shows the GLEs not matched to the new standards. The comment column indicates where the GLE may be matched to a new standard in a lower or higher grade. Although some GLEs will be taught at other grade levels, teachers must provide opportunities for these GLEs to be reviewed in preparation for the spring Standards Based Assessments through spring 2015.

| **Grade 3 Reading GLEs not matched to new standards** | **Comments** |
| --- | --- |
| **[3] 1.1.2** Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (L) | When blank - No match found |
| **[3]1.7.2** The student analyzes content and structure of genres by identifying use of dialogue or rhyme in common forms of text | Dialogue and rhyme are addressed in Grade 2 of the new standards:  **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.  **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. |

Local GLEs do not appear on the SBAs.

This GLE must be reviewed prior to the SBA through spring 2015.

Finally, the new standards for each grade level define what students should understand and be able to do by the end of each grade. They correspond to Anchor Standards by number. The Anchor Standards are broad standards; the standards articulated at each grade level provide additional specificity. Together they define the skills and understandings that all students must demonstrate. For instance, Anchor Standard number one for Reading is, “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.” All the number one reading standards for each grade will be about making logical inferences about text and citing textual evidence to support conclusions drawn from the text. The Anchor Standards for Reading, Writing, Speaking and Listening, and Language are included on the following pages.

# Alaska Anchor Standards for Reading Grades K-12

**Key Ideas and Details**

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

1. 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 meaning or tone.
2. 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.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend a range of complex literary and informational texts independently and proficiently.

# Alaska Anchor Standards for Writing Grades K-12

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5**.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. 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.

# Alaska Anchor Standards for Speaking and Listening Grades K-12

**Comprehension and Collaboration**

1. 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.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety o

# Alaska Anchor Standards for Language Grades K-12

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. 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.

**Vocabulary Acquisition and Use**

4. 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.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Alaska New Reading Standards**

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **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. | **[2] 1.2.1** Answering questions about information explicitly stated in text  **[2] 1.2.2** Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother’s clothing, why are mother bears dangerous, what will happen next), or rereading (e.g., for clarification, confirmation, correction)  **[2] 1.2.3** Making simple inferences  **[2] 1.2.4** Drawing conclusions about stories and/or based on information presented in the text (e.g., cause and effect) | The new standard is a good match with the GLEs. |
| **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. | **[2] 1.4.1** Retelling or dramatizing a story after reading it  **[2] 1.4.2** Restating information after reading text | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards) |
| **3.** Describe how characters in a story, play or poem respond to major events, problems, and challenges. | **[2] 1.8.1** Identifying problem and solution, main characters, and setting in fiction | The new standard asks students to describe instead of identify. This is an increase in rigor. |
| **Craft and Structure** |  |  |
| **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. | **[2] 1.7.2** Identifying use of dialogue or rhyme in text | In addition to rhythm, the new standard asks students to identify sensory images. Students are also asked to describe how these words and phrases make a reader feel. |
| **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. | NEW – not addressed in the GLEs | The GLEs do not examine the structure of text to the degree that is specified by Reading Anchor Standard 5, “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.”  The overall structure of a story could be part of explaining the characteristics of fiction, a grade 4 GLE.  **[4] 2.7.2** Identifying or explaining the characteristics of fiction and non-fiction (L) |
| **6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | **[2] 1.7.2** Identifying use of dialogue or rhyme in text | The new standard requires recognizing the points of view of characters, not just identifying the use of dialogue. |
| **Integration of Knowledge and Ideas** |  |  |
| **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). | NEW – not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** (Not applicable to literature) |  |  |
| **9.** Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures. | NEW – not addressed in the GLEs | GLEs do not require comparing and contrasting plots and characters until grade 4.  **[4] 2.8.2** Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors **(L)** |
| **Range of Reading and Level of Complexity** |  |  |
| **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. | NEW – not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **New Reading Standards for Informational Text** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **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. | **[2] 1.2.1** Answering questions about information explicitly stated in text  **[2] 1.2.2** Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother’s clothing, why are mother bears dangerous, what will happen next), or rereading (e.g., for clarification, confirmation, correction)  **[2] 1.2.3** Making simple inferences  **[2] 1.2.4** Drawing conclusions about stories and/or based on information presented in the text (e.g., cause and effect) | The new standard is a good match with the GLEs. |
| **2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | **[2] 1.5.1** Identifying and discussing main ideas and supporting details | The new standard requires students to also identify the focus of specific paragraphs, in addition to the main topic of a text. |
| **3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | **[2] 1.10.1** Making relevant connections between text and personal experiences, experiences of other, and other texts  **[2] 1.10.2** Locating details in text to illustrate relevant connections between personal experiences, experiences of others, and other texts | The new standard specifies describing specific types of connections. |
| **Craft and Structure** |  |  |
| **4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. | **[2] 1.1.4** Identifying the meaning of new vocabulary; using new vocabulary in correct context; making inferences about the meaning of a word based on its use in a sentence | The new standard provides a general expectation regarding vocabulary acquisition. |
| **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. | **[2] 1.1.3** Obtaining information using text features including illustrations, captions, and titles | The new standard is a good match with the GLE. |
| **6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | NEW – not addressed in the GLEs | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards) |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | NEW – not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** Describe how reasons given support specific opinions the author states in a text. | NEW – not addressed in the GLEs | GLEs do not ask students to identify opinions until grade 4. The grade 4 GLEs also ask students to support their own opinions, not to describe how the author supports opinions.  **[4] 2.9.1** Distinguishing fact from opinion in a text  **[4] 2.9.2** Expressing own opinion about material read and supporting opinions with evidence from text |
| **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). | **[2] 1.10.1** Making relevant connections between text and personal experiences, experiences of other, and other texts  **[2] 1.10.2** Locating details in text to illustrate relevant connections between personal experiences, experiences of others, and other texts | The new standard requires comparing and contrasting information presented in two texts as opposed to “making relevant connections.” This is an increase in rigor. |
| **Range of Reading and Level of Text Complexity** |  |  |
| **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. |  | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **Grade 2 Reading GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[2] 1.6.1** The student follows oral and written directions by Following multi-step oral directions to complete a task |  |
| **[2] 1.6.2** The student follows oral and written directions by Following one- to two-step written directions to complete a task |  |
| **[2] 1.7.1** The student analyzes content and structure of genres by distinguishing between fiction and non-fiction, poetry and prose | Differentiating between fiction and nonfiction is addressed in the Reading Standards for Literature for grade 1 of the new standards:  **1.5.** Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types. |
| **[2] 1.9.1** The student analyzes content of text to differentiate fact and opinion by expressing own opinion about material read | The new reading standard #8 for informational text asks students to identify how reasons given support the opinions of the author. |
| **[2] 1.11.1** The student makes connections between cultural influences/events by recognizing that stories originate in various cultures |  |

**Alaska New Reading Foundational Standards**

|  |  |  |
| --- | --- | --- |
| **New Foundational Skills** | **Grade Level Expectations** | **Comment** |
| **Phonics and Word Recognition** |  |  |
| **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  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. | **[2] 1.1.1** Reading regularly spelled two syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), diphthongs, digraphs, base or root words, and common prefixes and suffixes  **[2] 1.1.2** Orally reading high frequency words, compound words, contractions, possessives, and inflectional endings | The new standard is a good match with the GLEs. |
| **Fluency** |  |  |
| **4.** 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. | **[2] 1.3.1** Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, comma, question mark, exclamation point, and quotations) and other conventions of print (e.g., size of print and speech bubbles) at a pace similar to own.  **[2] 1.1.5** Self-monitoring and self-correcting while reading (e.g., adjusting reading pace, rereading to check for meaning, rereading a word and checking that the letter sounds match the word read) | The new standard is a good match with the GLEs. |

| **Grade 2 Reading Foundational Skills GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Writing Standards**

| **New Writing Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Text Types and Purposes** |  | The new writing standards have three anchor standards for writing arguments, informative/explanatory texts, and narrative writing in all grades. The GLEs do not delineate the types of writing in the same way. |
| 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., *because*, *and*, *also*) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion. | NEW – not addressed in the GLEs | Writing to persuade is not addressed until grade 8 in the GLEs.  **[8] 3.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade |
| **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. | **[2] 1.1.1** Writing complete sentences with a subject and a predicate  **[2] 1.1.2** Writing and organizing thoughts into a topic sentence and two supporting sentences  **[2] 1.1.3** Writing a story or composition with a beginning, middle, and end  **[2] 1.2.1** Producing a variety of written forms for specific audiences (e.g., stories, reports, letters, journal entries) | The new standard provides a more rigorous expectation for the development of an informative/explanatory piece. |
| **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. | **[2] 1.1.1** Writing complete sentences with a subject and a predicate  **[2] 1.1.2** Writing and organizing thoughts into a topic sentence and two supporting sentences  **[2] 1.1.3** Writing a story or composition with a beginning, middle, and end  **[2] 1.2.1** Producing a variety of written forms for specific audiences (e.g., stories, reports, letters, journal entries)  **[2] 1.2.2** Using expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) | The new standard is more explicit about the effective components of narrative writing. |
| **Production and Distribution of Writing** |  |  |
| **4.** (Begins in grade 3) |  |  |
| **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. | **[2] 1.4.1** Rearranging and/or adding supporting details to improve clarity  **[2] 1.4.2** Giving/receiving appropriate feedback about written work | The new standard is a good match with the GLEs. |
| **6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | NEW – not addressed in the GLEs | Writing Anchor Standard Six, “use technology, including the Internet, to produce and publish writing and to interact and collaborate with others,” emphasizes the use of technology as a collaborative and publishing tool. GLEs focus on technology as a publishing tool.  GLEs refer to word processing in grade 5.  **[5] 2.6.3** Writing using a word processor (**L**)Writing and editing using a word processor could begin much earlier than grade 5. |
| **Research to Build and Present Knowledge** |  |  |
| **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). | **[2] 1.5.1** Listing sources or authors and titles of books and other materials when used as references in written work with support | The new standard asks students to do shared research. The GLE asks students to identify sources of information. This is an increase in rigor.  The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop. |
| **8.** Recall information from experiences or gather information from provided sources to answer a question. | NEW – not addressed in the GLEs | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop. |
| **9.** (Begins in grade 4) |  |  |
| **Range of Writing** |  |  |
| **10.** (Begins in grade 3) |  |  |

| **Grade 2 Writing Foundational Skills GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[2] 1.1.4** The student writes about a topic by identifying paragraphs in a piece of writing |  |

**Alaska New Speaking and Listening Standards**

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| --- | --- | --- |
| **New Speaking and Listening Standards** | **Grade Level Expectations** | **Comment** |
| **Comprehension and Collaboration** |  |  |
| **1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  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).  b. Build on others’ talk in conversations by linking their comments to the remarks of others.  c. Ask for clarification and further explanation as needed about the topics and texts under discussions. |  | The GLEs do not have Speaking and Listening standards. The only reference to speaking is in the reading GLEs. The student reads texts aloud by **[2] 1.3.1** Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, comma, question mark, exclamation point, and quotations) and other conventions of print (e.g., size of print and speech bubbles) at a pace similar to own speech  The addition of Speaking and Listening standards is an important component of the new standards. They describe rigorous expectations for academic discussion, meaningful exchanges between students and educators, and the thoughtful delivery of information, conveying competencies in both rhetoric and multimedia content integration. |
| **2.** Retell or describe key ideas or details from a text read aloud or information presented orally or through other media. |  |
| **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. |  |
| **Presentation of Knowledge and Ideas** |  |
| **4.** Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences. |  |
| **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. |  |
| **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.) |  |

| **Grade 2 Speaking and Listening GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **none** |  |

**Alaska New Language Standards**

| **New Language Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Conventions of Standard English** |  |  |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use collective nouns (e.g., *group*).  b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).  c. Use reflexive pronouns (e.g., *myself*, *ourselves*).  d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  e. Use adjectives and adverbs, and choose between them depending on what is to be modified.  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). | **[2] 1.3.1** Writing a variety of complete, simple sentences (i.e., statement, question, exclamation) | The new standard focuses on collective nouns, irregular plural nouns, reflexive pronouns, past tense of irregular verbs, and adjectives and adverbs.  Complex sentences are in the grade 4 GLEs and varying sentence patterns is in the grade 5 GLEs.  **[4] 2.3.1** Writing a variety of simple and complex sentences including the conjunctions *and*, *or*, *but,* or *because*  **[5] 2.3.1** Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (L) |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize holidays, product names, and geographic names.  b. Use commas in greetings and closings of letters.  c. Use an apostrophe to form contractions and frequently occurring possessives.  d. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).  e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | **[2] 1.3.4** Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)  **[2] 1.3.3** Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)  **[2] 1.3.2** Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words) | Use of apostrophes is addressed in grade 7 in the GLEs.  **[7] 3.3.3** Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)  Use of references materials to check spelling is in grade 4 in the GLEs for writing.  **[4] 2.6.1** Looking up spelling or definitions of words in dictionaries (L) |
| **Knowledge of Language** |  |  |
| **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Compare formal and informal uses of English. | NEW – not addressed in the GLEs | The GLEs do not address the formal and informal uses of English. The grade 7 GLEs address appropriate voice.  **[7] 3.4.5** Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical) |
| **Vocabulary Acquisition and Use** |  |  |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.  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., *happy/unhappy*, *tell/retell*).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).  e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | **[2] 1.1.1** Reading regularly spelled two syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), diphthongs, digraphs, base or root words, and common prefixes and suffixes  **[2] 1.1.2** Orally reading high frequency words, compound words, contractions, possessives, and inflectional endings  **[2] 1.1.4** Identifying the meaning of new vocabulary; using new vocabulary in correct context; making inferences about the meaning of a word based on its use in a sentence | The new standard is a good match with the GLEs.  Use of references materials to check definitions in grade 4 in the GLEs.  **[4] 2.6.1** Looking up spelling or definitions of words in dictionaries (L) |
| **5.** 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., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*). | NEW – not addressed in the GLEs | Identifying shades of meaning is in the grade 5 GLEs.  **[5] 2.1.4** Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) and [identifying shades of meaning (e.g., hot, warm) (L) |
| **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*). | **[2] 1.1.4** Identifying the meaning of new vocabulary; using new vocabulary in correct context; making inferences about the meaning of a word based on its use in a sentence | While the expectation of the new standard is not new, it is a more explicit requirement that students acquire and use grade-appropriate and domain-specific words and phrases. |

| **Grade 2 Language GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[2] 1.3.5** The student writes and edits using conventions of Standard English by rewriting handwritten work to improve legibility, if necessary, when producing final drafts |  |