

Use color coding to indicate if -Objectives

- Match AKSS

Not Found in AKSS

Found in Different Gr Level

In AKSS, not in current curriculum

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, different grade level/section	Essential Vocabulary	Notes
Beverly- Ronda-Green - Teresa - Latissue'						
Grade 2	"Focus on a topic and strengthen writing as needed by revising and editing." Production and Distribution of Writing (Writing Process) Grade 2, pg. 42, bullet 1.	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." Production and Distribution of Writing, Grade 2, pg. 27, Std. 5.				
Grade 2	"Use a variety of tools to organize, produce, edit and publish writing, including in collaboration with peers." Production	6. "With guidance and support from adults, use a variety of <u>digital tools</u> to produce and publish writing, including in				-Prewrite: Gather ideas and organize Participate in activities such as: brainstorming, listening to stories, and discussing class experiences Make and use organizational tools such as

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Devotedly	Ronda-Green - Teresa - Latissue'					
	and Distribution of Writing (Writing Process) Grade 2, pg. 42, bullet 2. "Have experience with the guided use of the Writing Process including brainstorming, drafting, response (questions and compliments), revising, editing, and publishing." Production and Distribution of Writing (Writing Process) Grade 2, pg. 42, bullet 3.	collaboration with peers." Production and Distribution of Writing, Grade 2, pg. 28, Std. 6.				Thinking Maps, word lists, webs, and notes to record information gathered from a variety of sources (ES) Organize information into categories for presentation -Draft: Composition and fluency Write both expository and narrative compositions Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, or plan Write a range of complete sentences (declarative, interrogative, exclamatory) Write a five sentence paragraph with a topic sentence, three supporting sentences, and a concluding sentence (ES) Engage the reader with a strong introduction, descriptive body, and effective conclusion (ES) Write in past, present, and future tenses Use transitional words for time flow (first, next, after, then) Use literature as a model for writing -Revise: Change content for clarity and originality Reflect on own writing for improvement in sentence fluency, word choice, organization, etc. Participate in asking questions and giving appropriate feedback Use descriptive words and interesting

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Beverly-	Ronda-Green - Teresa - Lattisue'					
						important details for clarity (ES) -Edit: Correct mechanics, spelling, and format See Writing Strands: Draft, Word Study, and Conventions Check for capitals in names, first word of a sentence, and the pronoun "I" Ensure correct punctuation of sentence endings, greetings and closings of letters, dates, and contractions Verify spelling of grade level sight words Confirm standard grammar (e.g., subject-verb agreement) Edit for appropriate formatting features (e.g., margins, indentations, titles) Know how to use an editing and proofreading checklist -Publish: Share work with an audience See Writing Strand: Presentation Communicate ideas using varied tools of technology Continue to develop efficient keyboarding skills Publish a minimum of one product per quarter.

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Grade 2	"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)." Research to Build and Present Knowledge, Grade 2, pg. 41, bullet 1.	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)." Research to Build and Present Knowledge, Grade 2, pg. 28, Std. 7.				
Grade 2	"Recall information from experiences or gather information from provided sources to answer a question." Research to Build and Present Knowledge, Grade 2, pg. 41, bullet 2.	8. "Recall information from experiences or gather information from provided sources to answer a question." , Research to Build and Present Knowledge, Grade 2, pg. 28, Std. 8.				
		Range of Writing				
		10. (Begins in Grade 3)				
	Found in FNSBSD but					

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	not in AKSS					
	"Participate in note-taking to gather information." Research to Build and Present Knowledge, Grade 2, pg. 41, bullet 3.	"Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories." Research to Build and Present Knowledge, Grade 3, pg. 31, Std. 8		"Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories." Research to Build and Present Knowledge, Grade 3, pg. 31, Std. 8		
Grade 2	"Use resources when attempting to write words and copy print from the environment (word walls,		Found no mention of environmental print in AKSS			

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Ronda-Green - Teresa - Latissue'						
	books peer and teacher support)." Research to Build and Present Knowledge, Grade 2, pg. 41, bullet 4.					
Grade 2	"List sources of information used and demonstrate an understanding of using more than one type of resource." Research to Build and Present Knowledge, Grade 2, pg. 41, bullet 5.	8. "Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories." Research to Build and Present Knowledge, Grade 3, pg. 31, Std. 8		"Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories." Research to Build and Present Knowledge, Grade 3, pg. 31, Std. 8		
Grade	Participate in shared	9. "(Begins in grade 3)"		"(Begins in		

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Ronda-Green - Teresa - Latissue'						
2	research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) p. 41	Research to Build and Present Knowledge, Grade 2, pg. 28, Std. 9.		grade 3)"		
Grade 2	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 discipline-specific tasks, purposes, and audiences. p. 45	10. "(Begins in grade 3)" Range of Writing, Grade 2, pg. 28, Std. 10				
Grade 2	"Write (friendly) letters in which they use all parts (date, salutation, body, closing, signature, and sometimes P.S.) and understand a letter as written communication between people." Genres and Purposes, Grade 2, pg. 41, bullet 4.		No mention of (friendly) letters in AKSS.			
Grade 2	"Write Poetry to express feelings, sensory images, ideas, or stories." Genres		No mention of poetry in AKSS.			

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Beverly- Ronda-Green - Teresa - Latissue'						
	and Purposes, Grade 2, pg. 41, bullet 5.					
Grade 2	"Analyze a test writing prompt and use complete sentences to answer a question about an assigned topic to demonstrate what they know or can do as a writer." Genres and Purposes, Grade 2, pg. 41, bullet 6.		No mention of analyzing test writing prompts AKSS. -	Did find - Produce and expand complete and simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1st grade p. 37 Conventions of Std Eng. 1.j		
Grade 2	The Curricular items listed below were found in AKSS outside of Writing.					
Grade 2	"Write for a variety of audiences." Genres and Purposes, Grade 2, pg. 41,	"Vary Sentence patterns for meaning, reader/listener interest		"Vary Sentence patterns		

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	bullet 7.	and style." Language Progressive Skills by Grade 6, L.6.3a.		for meaning, reader/listener interest and style." Language Progressive Skills by Grade 6, L.6.3a.		
Grade 2	"Recognize and produce the following genres: narrative, informative, opinion, friendly letter, and poetry." Genres and Purposes, Grade 2, pg. 41, bullet 8.	See Text Types and Purposes, Grade 2, Std. 1-3. p. 27	No mention of poetry or friendly letter genres in			
Grade 2	"Compose 3-5 sentences on topic using correct mechanics, spelling and format." Conventions of Standard English, pg. 43, bullet 1	"Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing." Alaska Anchor Standards for Language Grades K-12, Conventions of Standard English, 2. "Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons."		"Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons." Language Progressive Skills,		

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Ronda-Green - Teresa - Latissue'

		Language Progressive Skills, Grade 4, pg. 14, Std. L.4.1f.			Grade 4, pg. 14, Std. L.4.1f.	
Grade 2	"Use commas in a series, greetings, and closings of letters." Conventions of Standard English, pg. 43, bullet 10.	"Use punctuation to separate items in a series." Language Progressive Skills, Grade 5, pg. 14, Std. L.5.2a. 2.b. Use Commas in greetings and closing of letters. (found in Conventions of Standard English, grd. 2, bullet 10)		"Use commas in a series, found in Grade 5 pg. 14, Std. L.5.2a.		
Grade 2						
Grade 2	"*Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) *Use reflexive pronouns (e.g., myself, ourselves) *Form and use the past tense of frequently occurring irregular verbs *Produce, expand, and rearrange simple and compound sentences *Determine if a sentence is a complete sentence	"1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1.a. Use Collective nouns (e.g., group) 1.b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish)" 1.c. Use reflexive pronouns (e.g., myself, ourselves) 1.d. Form and use the past	"*Determine if a sentence is a complete sentence" *Identify and compose telling sentences and questions."	"*Use a capital letter for the first word of a sentence and proper nouns." Gr. K, Language Stds, pg. 38, 2.a.		

*Identify and compose telling sentences and questions *Use a capital letter for the first word of a sentence and proper nouns	tense of frequently occurring irregular verbs 1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 1.f. Produce expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The action movie was watched by the little boy) Language Standard, Conventions of Standards English, pg. 37, Grade 2, Std. 1	*Identify common and proper nouns *Capitalize Dates and names of people." Gr. 1, Language Std's, pg. 38, 2.a
*Capitalize holidays, product names, and geographic names *Use an apostrophe to form contractions and frequently occurring possessives *Identify the following	"2.a. Capitalize holidays, product names, and geographic names. 2.b. Use Commas in greetings and closing of letters. (found in Conventions of Standard English, grd. 2, bullet 10) 2.c. Use an apostrophe to form contractions and frequently occurring possessives." Language Standard, Conventions of Standards	

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Barrett - Ronda-Green - Teresa - Latissue'						
	parts of speech: noun, verb, and adjective *Identify common and proper nouns *Build on the appropriate use of punctuation (periods, exclamation point question marks, commas, apostrophes)" Conventions of Standard English, Grade 2, bullets 2-9, 11-14	English, pg. 38, Grade 2, 2.a." "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." Alaska Anchor Standards for Language Grades K-12, Conventions of Standard English.	*Identify the following parts of speech: noun, verb, and adjective.			
Grade 2	"Phonics - *Decode and compose words using: -Consonant vowel patterns -Vowel diphthongs (ou, ow, au, aw, oi, oy) -Vowel digraphs (es, ai, oa) -Variant Vowels (oo,ou) -R-controlled vowels (ar, er, ir, or, ur)"	"Generalize learned spelling patterns when writing words (e.g., cage-badge,; boy-boil). Language Std's, Conventions of Std. English, pg. 38, 2.d.				

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Beverly	Ronda-Green - Teresa - Latissue'					
	-Consonant digraphs (ch, sh, th, wh, ph, gh) -Compound words -Root words and endings -Regular plurals (boy-boys, peach-peaches) -Irregular plurals (man-men, child-children) -Regular verb tenses (walk-walks-walked-walking) -Irregular verb tenses (come-came)" Word Study: Phonics, Spelling, Vocabulary, pg. 44, subheading Phonics, Grade 2,					
Grade 2	Spelling -Use No Excuse Spelling words for 2nd Grade -Use letter-sound knowledge to monitor accuracy of spelling -Sort and spell words using spelling patterns (e.g. seat, beat, cheat; glow, grow, sow) -Consult reference materials, including beginning dictionaries, as needed to check and	"2.d. Generalize learned spelling patterns when writing words (e.g., <i>cage-badge</i> ; <i>boy-boil</i>). 2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings." Language Std's, Conventions of Std. English, pg. 38, Std. 2.				AKSS generalist

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Beverly	Ronda-Green - Teresa - Latissue'					
	correct spellings -Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases -Alphabetize to the second letter" Word Study: Phonics, Spelling, Vocabulary, pg. 44, subheading Spelling, Grade 2	"4.e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases." Language Std., grade 2, Vocabulary Acquisition and Use, 4.e., pg. 39. "Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing." Alaska Anchor Standards for Language Grades K-12, Conventions of Standard English, pg. 13	-Alphabetize to the second letter"			
						and a r d s e m p h a s i z e s t r o n g c o n v e n t i o n

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Seventy-	Ronda-Green - Teresa - Latissue'					
Grade 2	"Vocabulary -Recognize simple	"4. Determine or clarify the meaning of unknown				

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Beverly-	Ronda-Green - Teresa - Latissue'					
						n t i o n s a t g r a d e l e v e l b e y o n d t h e L a n g u

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Elementary	Ronda-Green - Teresa - Latissue'					
	antonyms (stop/go), synonyms (big/large), and homophones (two, to/ too; there/their/they're) -Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)	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.				
	"-Use new words and phrases acquired through conversations, reading, and responding to texts" Word Study: Phonics, Spelling, Vocabulary, pg. 44, subheading Vocabulary, Grade 2	"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). AKSS Language Stds., Vocabulary Acquisition and Use, Grade 2, pg. 39, Std. 6 6. Acquire and use accurately a range of general academic and				

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Beverly- Ronda-Green - Teresa - Lattisue'						
		domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression."				
Grade 2	"Prepare a grade-level appropriate piece of writing for an audience", Presentation, 6+1 Trait Focus: Presentation, pg. 44, Grade 2					
Grade 2	"Demonstrate mastery of all upper and lower-case manuscript letters and numerals using proper form, proportions, and spacing" Presentation, 6+1 Trait Focus: Presentation,		"Demonstrate mastery of all upper and lower-case manuscript letters and numerals"			

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	pg. 44, Grade 2		using proper form, proportions, and spacing" Presentation ,6+1 Trait Focus: Presentation ,pg. 44, Grade 2			
Grade 2	"*Write routinely over extended time frames (time for research, reflection and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences *Persevere to complete a writing task *Build stamina to write independently for 15-20 minutes through participation in the writing process *Set 2-4 personal goals for writing" Attitude/Stamina, pg. 45		"*Write routinely over extended time frames (time for research, reflection and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences			

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Ronda-Green - Teresa - Latissue'

			*Persevere to complete a writing task *Build stamina to write independently for 15-20 minutes through participation in the writing process *Set 2-4 personal goals for writing" Attitude/Stamina, pg. 45			
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