

ENGLISH LANGUAGE ARTS/READING

GRADE TWO

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

WORD ANALYSIS: CONTENT STANDARD 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

PHONEMIC AWARENESS

It is expected that students will:

- (2) 1.2 A. demonstrate phonemic awareness of spoken words through initial sounds, medial sounds, and final sounds
 1. matching sounds [NS 1.2.2]
 2. isolating sounds [NS 1.2.2]
 3. blending sounds [NS 1.2.2]
 4. segmenting sounds [NS 1.2.2]

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5. deleting sounds [NS 1.2.2]
6. substituting sounds [NS 1.2.2]

PHONICS AND STRUCTURAL ANALYSIS (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (2) 1.3 A. decode words in text through
 1. letter-sound relationships [NS 1.2.3]
 2. short/long vowels [PS/NS 1.2.3]
 3. vowel sounds of y
 4. r-controlled vowels (e.g., ar, er, ir, or, ur) [PS 1.2.3]
 5. digraphs
 - a. consonant digraphs (e.g., th, sh, ch, wh) [PS/NS 1.2.3]
 - b. vowel digraphs (e.g., ow (low), oo (too), oo (look), au/aw (saw), ea (heat), ei (weigh), ei (receive), ie (field)) [PS/NS 1.2.3]
 6. blends
 - a. final (e.g., nd, nk, ng, nt, sk) [PS/NS 1.2.3]
 - b. initial (e.g., bl, st, fl) [PS/NS 1.2.3]
 7. diphthongs (e.g., ou/ow cloud, oi/oy toy, ew blew) [PS/NS 1.2.3]
 8. word families [PS/NS 1.2.3]
 9. spelling patterns (e.g., V/CV=su/per, VC/CV=sup/per) [PS/NS 1.2.3]
 10. rhyming words with different spelling patterns (e.g., fly/pie)
 11. silent letters (e.g., kn, wr, sc, mb, gh, dge)
- B. decode words through structural analysis using
 1. base words [PS/NS 1.2.3]
 2. suffixes (e.g., ~ly, ~ful, ~er, ~less, ~est) [PS/NS 1.2.3]
 3. prefixes (e.g., un~, re~, dis~) [PS/NS 1.2.3]
 4. contractions
 5. syllables [PS/NS 1.2.3]
 6. compound words [PS/NS 1.2.3]
 7. plurals (regular, irregular)
 8. possessives (singular, plural)
- C. self-correct decoding errors
- D. decode multisyllabic words using syllabication rules and patterns with assistance

VOCABULARY DEVELOPMENT

It is expected that students will:

- (2) 1.4 A. comprehend vocabulary using
 1. homographs (e.g., bow of ship, bow and arrow) [PS/NS 1.2.4]
 2. homophones (e.g., tail/tale, hair/hare) [PS/NS 1.2.4]
 3. abbreviations [PS/NS 1.2.4]
 4. synonyms [PS/NS 1.2.4]
 5. antonyms [PS/NS 1.2.4]
 6. context clues (e.g., definitions, examples) [PS/NS 1.2.4]
 7. structural analysis (e.g., regular plurals, singular/plural possessives, comparatives/superlatives, contractions) [PS/NS 1.2.4]

ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

8. compound words
9. content area words
- B. comprehend vocabulary, with assistance, using
 1. syntax [NS 1.2.4]
 2. parts of speech [NS 1.2.4]
- C. identify the meanings of prefixes and suffixes in context
- D. apply alphabetic order to locate words using the first and/or second letter of each word [NS 1.2.4]
- E. identify connotative and denotative meaning in text with assistance [NS 1.2.4]
- F. build vocabulary using
 1. pictures [NS 1.2.4]
 2. symbols [NS 1.2.4]
 3. classification and categorizing
- G. use resources to find and/or confirm meaning of unknown words encountered in text with assistance (e.g., glossary, dictionary, thesaurus) [NS 1.2.4]
- H. develop and expand vocabulary (reading, writing, speaking, listening) through meaningful experiences (e.g., listening to and discussing text read aloud, wide reading, examples and non-examples, word-learning strategies) [PS 1.2.A1]

FLUENCY AND COMPREHENSION

It is expected that students will:

- (2) 1.5
- A. apply knowledge of high frequency words (regular/irregular) in text to build fluency and comprehension [PS/NS 1.2.5]
 - B. read aloud with a focus on
 1. prosody [PS/NS 1.2.5]
 2. accuracy [PS/NS 1.2.5]
 3. automaticity [PS/NS 1.2.5]
 4. reading rate (see fluency chart in Resource Section) [PS/NS 1.2.5]
 - C. identify content-specific vocabulary in text with assistance [NS 1.2.5]
 - D. participate actively in reading from a variety of literary and expository selections (e.g., stories, plays, poetry, articles, realistic fictions, electronic resources)
 1. read independently daily
 2. select books of choice appropriate to purpose and reading ability
 - E. listen to, read, and discuss a variety of literary and expository text
 - F. read decodable text with fluency
 - G. participate in differentiated, small-group instruction regularly

READING STRATEGIES: CONTENT STANDARD 2.0

Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

BEFORE-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (2) 2.1 A. use before-reading strategies, with assistance, based on text and purpose to
1. preview text (e.g., author/illustrator, key vocabulary, text features) [PS/NS 2.2.1]
 2. access prior knowledge [PS/NS 2.2.1]
 3. build background knowledge [PS/NS 2.2.1]
 4. set purpose for reading (e.g., entertain, skim for content, answer questions) [PS/NS 2.2.1]
 5. make predictions [PS/NS 2.2.1]
 6. determine text type (e.g., literary/fiction, expository/non-fiction) [PS/NS 2.2.1]
 7. determine reading rate [NS 2.2.1]
 8. choose appropriate graphic organizer

DURING-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (2) 2.2 A. use during-reading strategies, with assistance, based on text and purpose to
1. use self-correcting strategies (e.g., self-question, reread, use context clues) [PS/NS 2.2.2]
 2. make, confirm, and revise predictions [PS/NS 2.2.2]
 3. understand and use key vocabulary [PS/NS 2.2.2]
 4. identify main idea and supporting details [PS/NS 2.2.2]
 5. make inferences [PS/NS 2.2.2]
 6. know when meaning is lost
 7. adjust reading rate [PS/NS 2.2.2]
 8. apply knowledge of text type [PS/NS 2.2.2]
 9. make connections to personal experiences and knowledge
 10. visualize/create mental images
 11. use appropriate graphic organizer

AFTER-READING STRATEGIES (SEE CHART IN RESOURCE SECTION)

It is expected that students will:

- (2) 2.3 A. use after-reading strategies, with assistance, based on text and purpose to
1. recall details/facts [PS/NS 2.2.3]
 2. restate main ideas [PS/NS 2.2.3]
 3. organize information (e.g., graphic organizer) [PS/NS 2.2.3]
 4. record information [PS/NS 2.2.3]
 5. synthesize text [PS/NS 2.2.3]
 6. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.2.3]
 7. evaluate the effectiveness of reading strategies [PS/NS 2.2.3]
 8. connect, compare, and contrast story elements

ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

LITERARY TEXT: CONTENT STANDARD 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
All indicators include literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

SETTING AND PLOT

It is expected that students will:

- (2) 3.1 A. identify
 - 1. setting [PS/NS 3.2.1]
 - 2. sequence of events [PS/NS 3.2.1]
- B. identify, with assistance,
 - 1. conflict [PS/NS 3.2.1]
 - 2. resolution [PS/NS 3.2.1]
 - 3. how one event may cause another event [PS/NS 3.2.1]
- C. compare and contrast different versions of the same stories [PS 3.2.A1]
- D. make inferences and draw conclusions about setting and plot based on evidence with assistance [PS/NS 3.2.1]

CHARACTERIZATION

It is expected that students will:

- (2) 3.2 A. describe physical and personality traits [PS/NS 3.2.2]
- B. make inferences and draw conclusions about a character(s) based on evidence with assistance [PS/NS 3.2.2]
- C. identify a lesson learned based on a character's actions with assistance [NS 3.2.2]

THEME

It is expected that students will:

- (2) 3.3 A. explain the main idea [PS/NS 3.2.3]
- B. identify theme with assistance [NS 3.2.3]
- C. identify a lesson learned based on events and/or a character's action with assistance

POINT OF VIEW

It is expected that students will:

- (2) 3.4 A. identify first-person point of view with assistance [NS 3.2.4]

LANGUAGE

It is expected that students will:

- (2) 3.5 A. identify examples of
 - 1. imagery [NS 3.2.5]

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2. sensory words [NS 3.2.5]
3. similes [NS 3.2.5]
- B. identify the effects of rhythm and rhyme in text [NS 3.2.5]
- C. identify, with assistance,
 1. dialect [NS 3.2.5]
 2. slang [NS 3.2.5]
 3. personification [NS 3.2.5]
 4. examples of alliteration [NS 3.2.5]
 5. idioms [NS 3.2.5]

tone, mood, and irony

It is expected that students will:

- (2) 3.6 A. listen to and identify words and phrases that reveal tone with assistance [NS 3.2.6]

Cultures and Time Periods

It is expected that students will:

- (2) 3.7 A. read and discuss text from different
 1. cultures [PS/NS 3.2.7]
 2. time periods [PS/NS 3.2.7]
- B. compare, with assistance, text from different
 1. cultures [NS 3.2.7]
 2. time periods [NS 3.2.7]
- C. compare language, oral traditions, and literature that reflects customs and cultures

Predictions

It is expected that students will:

- (2) 3.8 A. make predictions based on evidence [PS/NS 3.2.8]
- B. confirm/negate predictions

Responding to Text

It is expected that students will:

- (2) 3.9 A. make connections to self, other text, and/or the world [PS/NS 3.2.9]
- B. use information to answer and generate specific questions (e.g., literal and inferential questions) [PS/NS 3.2.9]
- C. retell stories
- D. restate main ideas [PS/NS 2.2.3]
- E. make inferences and draw conclusions with assistance
- F. confirm/negate predictions
- G. organize information (e.g., graphic organizer) [PS/NS 2.2.3]
- H. synthesize text [PS/NS 2.2.3]
- I. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.2.3]
- J. connect, compare, and contrast story elements

ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

EXPOSITORY TEXT: CONTENT STANDARD 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators include expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

TEXT FEATURES

It is expected that students will:

- (2) 4.1 A. identify the purpose of and gain information from text features
 - 1. text boxes (e.g., labels, captions) [PS/NS 4.2.1]
 - 2. illustrations [PS/NS 4.2.1]
 - 3. diagrams [PS/NS 4.2.1]
 - 4. headings [PS/NS 4.2.1]
 - 5. titles [PS/NS 4.2.1]
 - 6. graphs [PS/NS 4.2.1]
 - 7. charts [PS/NS 4.2.1]
 - 8. tables of contents [PS/NS 4.2.1]
 - 9. timelines
- B. identify and explain the use of text features
 - 1. bold-faced words [PS/NS 4.2.1]
 - 2. underlined words [PS/NS 4.2.1]
 - 3. highlighted words [PS/NS 4.2.1]
 - 4. italicized words [PS/NS 4.2.1]
 - 5. abbreviations [PS/NS 4.2.1]
- C. identify and explain the use of acronyms with assistance [NS 4.2.1]
- D. gain information, with assistance, from text features
 - 1. glossaries [NS 4.2.1]
 - 2. indices [NS 4.2.1]
 - 3. maps [NS 4.2.1]
- E. identify the purpose of and gain information from multimedia sources (e.g., text, Internet, video streaming)

LANGUAGE

It is expected that students will:

- (2) 4.2 A. identify, with assistance,
 - 1. dialect [NS 4.2.2]
 - 2. slang [NS 4.2.2]
 - 3. alliteration [NS 4.2.2]
- B. identify metaphors with assistance [NS 4.2.2]
- C. identify words and phrases that reveal tone with assistance [NS 4.2.2]

ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

ORGANIZATIONAL AND STRUCTURAL PATTERNS

It is expected that students will:

- (2) 4.3
 - A. explain the topic [PS/NS 4.2.3]
 - B. identify a main idea based on evidence [PS/NS 4.2.3]
 - C. describe sequential order [PS/NS 4.2.3]
 - D. describe chronological order [PS/NS 4.2.3]
 - E. identify cause and effect [PS/NS 4.2.3]
 - F. identify theme with assistance [NS 4.2.3]
 - G. identify a cause and its effect on events and/or relationships with assistance [NS 4.2.3]
 - H. identify problems and solutions with assistance [NS 4.2.3]
 - I. identify what the character wants and the solution with assistance

CULTURES AND TIMES

It is expected that students will:

- (2) 4.4
 - A. read and discuss text from different
 - 1. cultures [PS/NS 4.2.4]
 - 2. time periods [PS/NS 4.2.4]
 - B. compare, with assistance, text from different
 - 1. cultures [NS 4.2.4]
 - 2. time periods [NS 4.2.4]
 - C. compare language, oral traditions, and literature that reflect customs and cultures

RESPONDING TO TEXT

It is expected that students will:

- (2) 4.5
 - A. use information to answer specific questions [PS/NS 4.2.5]
 - B. make connections to self, other text, and/or the world [NS 4.2.5]
 - C. ask questions to gain understanding of important information in a text
 - D. recall details/facts [PS/NS 2.2.3]
 - E. restate main ideas [PS/NS 2.2.3]
 - F. organize information (e.g., graphic organizer) [PS/NS 2.2.3]
 - G. record information [PS/NS 2.2.3]
 - H. synthesize text [PS/NS 2.2.3]
 - I. evaluate text (e.g., draw conclusions, make inferences) [PS/NS 2.2.3]

PREDICTIONS, INFERENCES, AND CONCLUSIONS

It is expected that students will:

- (2) 4.6
 - A. make predictions based on evidence [PS/NS 4.2.6]
 - B. make inferences based on evidence [PS/NS 4.2.6]
 - C. draw conclusions based on evidence [PS/NS 4.2.6]

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- D. identify fact and opinion [PS/NS 4.2.6]
- E. confirm/negate predictions

DIRECTIONS

It is expected that students will:

- (2) 4.7 A. read and follow directions to complete tasks [PS/NS 4.2.7]

EFFECTIVE WRITING: CONTENT STANDARD 5.0

Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

PREWRITING

It is expected that students will:

- (2) 5.1 A. use prewriting strategies, both independently and collaboratively with peers, to plan written work (e.g., graphic organizer, brainstorming, list) [PS/NS 5.2.1]
- B. consider audience and purpose
 - C. ask questions to expand knowledge
 - D. explore a topic to plan written work [NS 5.2.1]
 - E. choose and narrow a topic to organize ideas (e.g., graphic organizers, lists) [PS/NS 5.2.1]

DRAFTING

It is expected that students will:

- (2) 5.2 A. draft sentences, both independently and collaboratively with peers, about a single topic that address
- 1. audience and purpose [PS/NS 5.2.1]
 - 2. supporting details [PS/NS 5.2.1]
- B. write complete sentences
- 1. declarative (telling sentences)
 - 2. interrogative (asking questions)
 - 3. exclamatory (sentences showing excitement)
- C. use appropriate, simple transitions to relate ideas
- D. draft paragraphs, with assistance, about a single topic that address
- 1. audience and purpose [NS 5.2.1]
 - 2. supporting details [NS 5.2.1]
- E. participate in daily writing activities (e.g., journals, learning logs, lists, computer generated documents)
- F. use patterns and structure rules to correctly spell words
- 1. diphthongs
 - 2. long and short vowels
 - 3. blends

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4. vowel digraphs
5. r-controlled vowels
6. plurals (e.g., ~s, ~es)
7. inflectional suffixes (e.g., ~ed, ~ing, ~er, ~est)

REVISING (EVALUATING AND REFINING)

It is expected that students will:

- (2) 5.3
- A. revise drafts, both independently and collaboratively with peers, for
 1. audience and purpose [PS/NS 5.2.3]
 2. focused ideas (e.g., clear, detailed, specific) [PS/NS 5.2.3]
 3. logical progression of ideas
 4. organization (e.g., logical, sequential) [PS/NS 5.2.3]
 5. relevant details [PS/NS 5.2.3]
 6. voice [PS/NS 5.2.3]
 7. word choice (e.g., exact/precise words, vivid words) [NS 5.2.3]
 8. sentence fluency [NS 5.2.3]
 9. combined sentences
 - B. add, delete, rearrange text in draft
 - C. create and revise drafts using simple word processing skills
 - D. share writing with others and consider making revisions based upon feedback (e.g., peer review, teacher conference)
 - E. revise using a writing rubric

EDITING FOR MECHANICS

It is expected that students will:

- (2) 5.4
- A. edit punctuation, both independently and collaboratively with peers, for
 1. end punctuation [PS/NS 5.2.4]
 2. commas (e.g., greetings, closings, dates, items in a series, cities and states) [PS/NS 5.2.4]
 3. periods (e.g., abbreviations, initials)
 4. apostrophes (e.g., contractions, singular/plural possessives) [PS/NS 5.2.4]
 - B. edit capitalization, both independently and collaboratively with peers, for
 1. first and last names [PS/NS 5.2.4]
 2. beginnings of sentences [PS/NS 5.2.4]
 3. days of the week [PS/NS 5.2.4]
 4. initials [PS/NS 5.2.4]
 5. months [PS/NS 5.2.4]
 6. pronoun “I”
 - C. edit, with assistance, capitalization for
 1. titles [NS 5.2.4]
 2. proper nouns [NS 5.2.4]
 - D. edit sentences, both independently and collaboratively with peers, to ensure correct spelling of
 1. high frequency words (regular/irregular) [PS/NS 5.2.4]
 2. content words [PS/NS 5.2.4]

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3. patterned words [PS/NS 5.2.4]

EDITING FOR USAGE OF WORDS

It is expected that students will:

- (2) 5.5 A. edit, both independently and collaboratively with peers, for correct use of
 1. nouns (e.g., singular, plural, proper) [PS/NS 5.2.5]
 2. pronouns [PS/NS 5.2.5]
 3. verbs [PS/NS 5.2.5]
 4. adjectives (e.g., comparative/superlative) [PS/NS 5.2.5]
 5. verb tenses (e.g., past, present, future) [PS/NS 5.2.5]
 6. subject/verb agreement [PS/NS 5.2.5]
 7. adverbs
 8. prepositions

EDITING FOR SENTENCE STRUCTURE

It is expected that students will:

- (2) 5.6 A. edit sentence structure, both independently and collaboratively with peers, for complete sentences [PS/NS 5.2.6]
- B. identify, both independently and collaboratively with peers, correct word order in sentences
- C. edit sentences for combining sentences with assistance [NS 5.2.6]

PUBLISHING

It is expected that students will:

- (2) 5.7 A. prepare a legible final draft to display or share [PS/NS 5.2.7]
- B. use informal/formal publication
 1. form manuscript (ball and stick) letters correctly
 2. use correct spacing between words in a sentence
 3. adhere to margins and indentations
 4. use basic word processing skills

TYPES OF WRITING: CONTENT STANDARD 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

EXPOSITORY

It is expected that students will:

- (2) 6.1 A. write expository sentences using a topic sentence
 1. generated by the teacher [PS/NS 6.2.1]
 2. generated by the student [PS/NS 6.2.1]
- B. write expository paragraphs, with assistance, that include

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1. a topic sentence [PS/NS 6.2.1]
 2. supporting details from a variety of sources [PS/NS 6.2.1]
 3. a concluding statement [PS/NS 6.2.1]
- C. write to a given prompt about an event, place, object, or person (e.g., to inform, to explain, to describe)

NARRATIVE/DESCRIPTIVE

It is expected that students will:

- (2) 6.2
- A. write narrative/descriptive sentences about experiences and/or events appropriate to audience and purpose [PS/NS 6.2.2]
 - B. write simple stories or other compositions [PS 6.2.A1]
 - C. write paragraphs, with assistance, about experiences and/or events appropriate to audience and purpose that include
 1. logical sequence [PS/NS 6.2.2]
 2. character [PS/NS 6.2.2]
 3. setting [PS/NS 6.2.2]
 - D. write to a given prompt (e.g., to entertain, to describe, to tell a story)

POETRY

It is expected that students will:

- (2) 6.3
- A. write poetry (e.g., acrostic, couplet, haiku, cinquain) [NS 6.2.3]
 - B. become familiar with vocabulary related to poetry (e.g., line, stanza, verse, rhyme)
 - C. distinguish between poetry and prose

RESPONSES TO LITERATURE

It is expected that students will:

- (2) 6.4
- A. write responses to literary text [PS/NS 6.2.4]
 - B. summarize information from literary text with assistance

RESPONSES TO EXPOSITORY TEXT

It is expected that students will:

- (2) 6.5
- A. write responses to expository text [PS/NS 6.2.5]
 - B. summarize information from expository text with assistance

PERSUASIVE

It is expected that students will:

- (2) 6.6
- A. write an opinion statement [NS 6.2.6]
 - B. write persuasive paragraphs that include supporting evidence with assistance [NS 6.2.6]

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PERSONAL AND PROFESSIONAL COMMUNICATION

It is expected that students will:

- (2) 6.7 A. write friendly letters following an established format [PS/NS 6.2.7]
B. write in a variety of formats (e.g., thank you letters, invitations, reports, emails)

DIRECTIONS

It is expected that students will:

- (2) 6.8 A. write directions to complete tasks with assistance [NS 6.2.8]

RESEARCH

It is expected that students will:

- (2) 6.9 A. write sentences that
1. formulate a question based upon areas of interest [PS/NS 6.2.9]
 2. answer a research question [PS/NS 6.2.9]
 3. record information from at least two sources (e.g., library resources, media, technology) [PS/NS 6.2.9]
- B. identify
1. title [NS 6.2.9]
 2. author [NS 6.2.9]
- C. construct simple graphic organizers to show relationships of ideas (e.g., story map, semantic map, web, chart, graph, diagram)

LISTENING: CONTENT STANDARD 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

MESSAGE

It is expected that students will:

- (2) 7.1 A. listen for a variety of purposes including
1. gaining information [PS/NS 7.2.1]
 2. being entertained [PS/NS 7.2.1]
 3. understanding and following directions [PS/NS 7.2.1]
 4. solving problems
- B. listen for and identify, with assistance,
1. main idea [NS 7.2.1]
 2. purpose [NS 7.2.1]
 3. messages [NS 7.2.1]
 4. mood [NS 7.2.1]
 5. tone [NS 7.2.1]

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- C. listen to and retell ideas with supporting details with assistance [NS 7.2.1]
- D. listen to and summarize ideas and supporting details with assistance [NS 7.2.1]
- E. activate prior knowledge and link to new information

CONTENT AND DELIVERY

It is expected that students will:

- (2) 7.2 A. listen and respond to oral communication (e.g., poems, readers' theater, informational speakers) [PS/NS 7.2.2]

VOCABULARY DEVELOPMENT

It is expected that students will:

- (2) 7.3 A. expand vocabulary through listening [PS/NS 7.2.3]

LANGUAGE

It is expected that students will:

- (2) 7.4 A. listen for and identify dialect [NS 7.2.4]
- B. listen for and identify the use of formal and informal language [NS 7.2.4]
- C. listen for and identify social language [NS 7.2.4]
- D. listen for and identify academic language with assistance [NS 7.2.4]

CONVERSATIONS AND GROUP DISCUSSIONS

It is expected that students will:

- (2) 7.5 A. actively listen to a speaker [NS 7.2.5]
- B. listen to and participate in conversations [NS 7.2.5]

SPEAKING: CONTENT STANDARD 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

GIVING DIRECTIONS

It is expected that students will:

- (2) 8.1 A. give directions to complete simple tasks [PS/NS 8.2.1]
- B. ask questions to clarify directions [NS 8.2.1]

LANGUAGE

It is expected that students will:

- (2) 8.2 A. use precise language to describe

ENGLISH LANGUAGE ARTS/READING GRADE TWO (continued)

1. feelings [PS/NS 8.2.2]
 2. experiences [PS/NS 8.2.2]
 3. observations [PS/NS 8.2.2]
 4. ideas [PS/NS 8.2.2]
- B. use specific vocabulary and apply Standard English to communicate ideas with assistance [NS 8.2.2.]

PRESENTATIONS

It is expected that students will:

- (2) 8.3
- A. communicate information by maintaining a clear focus [PS/NS 8.2.3]
 - B. speak clearly with prosody [PS/NS 8.2.3]
 - C. use public speaking techniques, with assistance, to deliver presentations with appropriate
 1. volume [NS 8.2.3]
 2. eye contact [NS 8.2.3]
 3. enunciation [NS 8.2.3]
 4. posture [NS 8.2.3]
 5. expression [NS 8.2.3]
 6. audience [NS 8.2.3]
 7. purpose [NS 8.2.3]
 - D. communicate information in a logical sequence with assistance [NS 8.2.3]
 - E. communicate statements that express an opinion [NS 8.2.3]
 - F. participate in various forms of oral communication (e.g., informal dialogue, music, plays, book talks, oral reports, speeches)
 - G. read aloud and/or recite (e.g., literary, expository, and original works)

GROUP DISCUSSIONS

It is expected that students will:

- (2) 8.4
- A. ask relevant questions to clarify and gather information [PS/NS 8.2.4]
 - B. answer questions to provide information
 - C. participate in group discussions following the turn-taking process [NS 8.2.4]
 - D. use strategies to contribute to group conversations (e.g., recounting personal experiences, initiating conversation, asking questions, reporting on personal knowledge of topic)

PHONOLOGY

It is expected that students will:

- (2) 8.5
- A. demonstrate phonemic awareness of spoken words through
 1. matching sounds [NS 8.2.5]
 2. isolating sounds [NS 8.2.5]
 3. blending sounds [NS 8.2.5]
 4. segmenting sounds [NS 8.2.5]
 5. deleting sounds [NS 8.2.5]
 6. substituting sounds [NS 8.2.5]
 - B. repeat random strings of digits, words, sounds, or letters presented once auditorily