

# Independent School District of Boise City

## Language Arts – Second Grade

### District Course #207

#### Course Description

The Boise District's Elementary Language Arts program focuses on providing skills training in phonics, word identification, comprehension, study skills, and writing skills in a course of study which exposes students to quality literature from a variety of authors.

#### Course Scope

Reading Process	Ongoing
Comprehension/Interpretation	Ongoing
Writing Process	Ongoing
Writing Applications	Ongoing
Writing Components	Ongoing
Communication	Ongoing

<b>Standard 1: Reading Process</b>	
<b>Language Arts Grade 2</b>	<b>District Reference</b> 207

No.	Performance Objective	Resource Reference	Assessment Correlation
<b>Instructional Objective</b>		<b>Standard Reference</b>	
207.1 Acquire concepts about print		2.LA.1.1 Reading Process	
1	Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.	See index – Fluency/Reading with expression	TO, DLA, TMA
2	Locate information using alphabetical order to the second letter.	See index – Alphabetical Order	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
207.2 Acquire concepts about text		2.LA.1.2 Reading Process	
1	Identify different kinds of texts types.	See index – Text features	TO, TWUA
2	Identify titles, tables of contents, and chapter headings to locate information.	See index – Parts of a book	TO, TWUA
3	Use information from simple graphs, charts and diagrams.	See index – Text features	TO, TMA, TWUA, ISAT

<b>Instructional Objective</b> 207.4 Acquire Decoding Skills Using Word Parts			<b>Standard Reference</b> 2.LA.1.4 Reading Process
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Use word patterns and/or word families to decode words in isolation and in context.	See index – Phonics, Decoding and spelling/blending, build words with , spell and sort with	TO, TMA, TWUA, IRI, ISAT
2	Read abbreviations appropriate to grade level.	See index – Grammar Mech/usage-Abbrev.	TMA, TWUA, DLA
<b>Instructional Objective</b> 207.5 Acquire Decoding Skills Using Syllabication			<b>Standard Reference</b> 2.LA.1.5 Reading Process
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Identify chunks or small words to decode two and three syllable written words.	U4 pg. 37Q	IRI Fall, TO, TMA, TWUA
<b>Instructional Objective</b> 207.6 Acquire Decoding Skills Using Context			<b>Standard Reference</b> 2.LA.1.6 Reading Process
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Use context clues and pictures to aid in decoding of new words.	See index – Decodable reader-Lesson skills, Vocabulary skills/strategies-context clues	TO, TFA
<b>Instructional Objective</b> 207.7 Acquire Fluency			<b>Standard Reference</b> 2.LA.1.7 Reading Process
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Read at least 300 regular and irregular sight words fluently.	See Fry List on: <a href="http://www.boiseschools.org">www.boiseschools.org</a>	TO, TMA, IRI, TFA, IRI
2	Read aloud Grade 2 text fluently with at least 94 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).	Treasures fluency assessment book pg. 62-121	IRI, TFA
<b>Instructional Objective</b> 207.8 Vocabulary and Concept Development			<b>Standard Reference</b> 2.LA.1.8 Reading Process
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>

1	Identify simple prefixes, and contractions suffixes to determine the meaning of unknown words.	See index-Phonics/Structural analysis-Suffixes, contractions, prefixes	TMA, TWUA
2	Identify common antonyms, synonyms, and homonyms to determine meaning of words.	See index-Phonics/Structural analysis-synonyms and homonyms, Vocabulary skill/strat-antonyms and synonyms	TMA, TWUA
3	Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 2 content area text.	See index-Cross curricular connection-informational text	TO, TMA, ISAT, CAA
4	Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	See index-Vocabulary skills/strat-dictionary	TMA, TWUA, ISAT

### Standard 2: Comprehension/Interpretation

<b>Instructional Objective</b>		<b>Standard Reference</b>	
207.9 Acquire Strategies and Skills for Comprehending Text		2.LA.2.1Comprehension /Interpretation	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Tell the purpose for reading different kinds of text, including paragraphs.	See index – Comprehension skills-Author’s Purpose	TO
2	Participate in connecting the information and events in texts to self, to the world, and to other texts.	Leveled Readers – Teacher Guides T.E. Day 2 –Whole group Comprehension	TO, TMA
3	Participate in drawing conclusions based on information gathered from pictures and print.	See Index – Comprehension skills-Drawing conclusions	TO, TMA, TWUA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
207.10 Acquire Skills to Comprehend Expository Text		2.LA.2.3Comprehension /Interpretation	
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Identify the main idea, problem and solutions in expository text to support comprehension.	See Index – Comprehension Skills-Main ideas, problem and solution.	TO, TMA, TWUA
2	Answer questions (who, what, when, where, why, how) about expository text, heard or read.	See Index – Literary Response-reading and responding	TO, TMA, CAA
3	Identify facts and sequence important information from expository text into a logical order to retell facts.	Leveled Readers Teachers Guides, Supplemental Comprehension Questions	TO, TMA, TWUA
4	Follow two-step written directions.	Student practice –spelling	TO

		and Grammar book	
<b>Instructional Objective</b> 207.11 Acquire Skills for Comprehending Literary Text		<b>Standard Reference</b> 2.LA.2.4Comprehension /Interpretation	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Identify differences in fiction or non fiction.	Treasures Main Selection bookmarks – Genre/See index-Genre	TO, TWUA
2	Orally identify and describe the characters in a story that is read aloud.	See Index-comprehension-Character, Treasures Read Aloud Anthology	TO, TMA
3	Identify the setting in a story heard or read aloud.	Treasures Read Aloud Anthology	TO, TMA
4	Retell basic plots of literary text.	See Index – Comprehension skills-plot, Treasures Retelling Cards	TO, TMA

### Standard 3: Writing Process

<b>Instructional Objective</b> 201.12 Acquire Prewriting Skills		<b>Standard Reference</b> 2.LA.3.1 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Generate ideas using prewriting strategies (e.g., journaling).	See Index – Writing-Process: Pre-writing	TO
2	Identify the main idea.	See Index – Comprehension skills-Main Idea and Details	TO, TWUA
3	Identify strategies for planning and organizing writing.	See Index-Writing process, Graphic Organizers Treasures	TO, TMA
4	Identify an appropriate writing format for audience.	Day 4 –Writing Activity/Student Pages, See Index-Writing forms and modes	TO
<b>Instructional Objective</b> 207.13 Acquire Skills for Writing a Draft		<b>Standard Reference</b> 2.LA.3.2 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	See Index – Writing process: pre-write, Writing Traits-ideas, content, and organization	TO, TMA

<b>Instructional Objective</b>		<b>Standard Reference</b>	
207.14 Acquire Skills for Revising a Draft		2.LA.3.3 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Revise writing by adding, substituting, or retelling text.	See index-Writing process-revise, Editing Grammar and Spelling Workbooks Treasures	TO, TMA
2	Identify and add details to enhance audience understanding.	See index-Writing Process-revise	TO
3	Use strategies to guide the revision process, (e.g., peer conference, teacher conference, rubrics).	See index-Writing Process-revise	TO, TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
207.15 Acquire Skills for Editing a Draft		2.LA.3.4 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Edit the draft for errors in simple spelling, capitalization, and punctuation.	See index- Writing Process-Proofread	TMA, TDLA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
207.16 Acquire Skills to Publish Writing		2.LA.3.5 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Publish and illustrate draft.	See index-Writing Process-publish and present	TO
2	Share writing with intended audience.	See index-Writing Process-publish and present	TO

#### Standard 4: Writing Applications

<b>Instructional Objective</b>		<b>Standard Reference</b>	
207.17 Acquire Expressive (Narrative/Creative) Writing Skills		2.LA.4.1 Writing Applications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Write narratives based on personal experience that contains a main idea.	See index-Writing forms and modes-Personal Narrative	TO, TMA
2	Write simple rhymes, poems, or songs.	See index-Writing forms and modes-Poem	TO, TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
207.18 Acquire Expository (Informational/Research) Writing Skills		2.LA.4.2 Writing Applications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment</b>

			<b>Correlation</b>
1	Participate in writing a friendly letter.	See index-Writing forms and modes-Friendly note, letters, friendly	TO, TMA
2	Write brief explanations or observations of real objects, persons, places, events, or processes.	See index-Writing forms and modes-Explanatory, and how to, expository writing	TO, TMA
<b>Instructional Objective</b> 207.19 Acquire Skills for Literary Response		<b>Standard Reference</b> 2.LA.4.4 Writing Applications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Write or draw a response that identifies a text to self, text to world, and/or text to text connection.	See index-Text connections, Literary Response-Personal	TO, TMA, TWUA
2	Write or draw a response to a literature selection that identifies the characters, setting, and main idea.	See index-Writing forms and modes-Book Report, Book review, character sketch	TO, TMA, TWUA

### Standard 5: Writing Components

<b>Instructional Objective</b> 207.20 Acquire Handwriting Skills		<b>Standard Reference</b> 2.LA.5.1 Writing Components	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Print with functional speed and maintain legibility.	Teacher resource book pg. 194-205	TO, TMA
<b>Instructional Objective</b> 207.21 Acquire Spelling Skills		<b>Standard Reference</b> 2.LA.5.2 Writing Components	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Spell correctly Grade 2 high-frequency words.	Weekly Lessons, High frequency words, Treasures, Weekly Spelling Test Treasures	TMA
2	Spell correctly Grade 2 phonetically regular words with common spelling patterns.	Weekly phonics and spelling lessons, See index-phonics, decoding and spelling, Weekly Spelling Test Treasures	TMA
3	Apply spelling rules appropriate to grade level to spell accurately.	See index-Journal Writing, writing-Writing portfolio, Writing Process-Proofreading	TO

<b>Instructional Objective</b> 207.22 Acquire Skills for Sentence Structure		<b>Standard Reference</b> 2.LA.5.3 Writing Components	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Identify the difference between an incomplete and a complete sentence.	See index-Grammar Mec/Usage-Sentences	TO, TMA
2	Use correct subject verb agreement in simple sentences.	See index-Grammar Mec/Usage-Verbs, subject-verb agreement	TWUA, TDLA, ISAT
<b>Instructional Objective</b> 207.23 Acquire Skills for Using Conventions		<b>Standard Reference</b> 2.LA.5.4 Writing Components	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Use capital letters for proper nouns.	See index-Grammar Mec/Usage - Nouns- proper	TO, TMA, TDLA, TWUA
2	Use ending punctuation, including question marks and exclamation points.	See index-Grammar Mec/Usage-punctuation, end punctuation	TO, TMA, TWUA, ISAT

### Standard 6: Communications

<b>Instructional Objective</b> 207.24 Acquire Listening Skills		<b>Standard Reference</b> 2.LA.6.1 Communications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	See index-listening- Listening for a purpose	TO, TMA
2	Listen for answers to specific questions from information presented orally.	See index-listening- Listening to oral presentations	TO, TMA
3	Listen and follow multiple-step oral directions.	See index-listening- Strategies	TO, TMA
4	Listen to acquire information from a variety of sources.	See index-listening-active and attentive listening	TO, TMA
<b>Instructional Objective</b> 207.25 Acquire Speaking Skills		<b>Standard Reference</b> 2.LA.6.2 Communications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Ask for clarification and explanation of stories and ideas.	TE – Day 2 – Whole Group – Develop comprehension	TO

2	Paraphrase information that has been shared orally by others.	Read Aloud Anthology	TO
3	Stay on topic when speaking.	See index-Speaking-Effective speaking	TO
4	Retell stories or experiences that follow a logical sequence of events.	Retelling cards	TO
5	Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).	See index-Speaking-effective speaking, strategies	TO
<b>Instructional Objective</b> 207.26 Acquire Viewing Skills			<b>Standard Reference</b> 2.LA.6.3 Communications
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Demonstrate awareness of different media.	<a href="http://www.mhschool.com/reading">www.mhschool.com/reading</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> , Independent workstations-Sci/SS, Student Navigator CD	TO, TMA
2	Determine main concepts and details from information viewed.	See index-Phonics/structural analysis-picture prompt-previewing literature	TO, TMA
3	Participate in differentiating between real and imaginary in media presentations.	<a href="http://www.mhschool.com/reading">www.mhschool.com/reading</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> , Student Navigator CD	TO

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 2  
LANGUAGE ARTS**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Reading Process**

Students decode regular two and three-syllable words and identify and use regular plural words. Students understand and explain common synonyms and antonyms, simple multiple-meaning words, and apply the meanings of common prefixes and suffixes to decode and determine the meaning of unknown words. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

**Goal 1.1: Acquire Concepts About Print**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.1.1.1 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.
- 2.LA.1.1.2 Locate information using alphabetical order to the second letter.

**Goal 1.2: Acquire Concepts About Text**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.1.2.1 Identify different kinds of texts types.
- 2.LA.1.2.2 Identify titles, tables of contents, and chapter headings to locate information.
- 2.LA.1.2.3 Use information from simple graphs, charts and diagrams.

**Goal 1.3: Acquire Phonological Awareness Skills**

No objectives at this grade level.

**Goal 1.4: Acquire Decoding Skills Using Word Parts**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.1.4.1 Use word patterns and/or word families to decode words in isolation and in context.
- 2.LA.1.4.2 Read abbreviations appropriate to grade level.

**Goal 1.5: Acquire Decoding Skills Using Syllabication**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.1.5.1 Identify chunks or small words to decode two and three syllable written words.

### **Goal 1.6: Acquire Decoding Skills Using Context**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.

### **Goal 1.7: Acquire Fluency**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.1.7.1 Read at least 300 regular and irregular sight words fluently.
- 2.LA.1.7.2 Read aloud Grade 2 text fluently with at least 94 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).

### **Goal 1.8: Vocabulary and Concept Development**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.1.8.1 Identify simple prefixes, and contractions suffixes to determine the meaning of unknown words.
- 2.LA.1.8.2 Identify common antonyms, synonyms, and homonyms to determine meaning of words.
- 2.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 2 content area text.
- 2.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.

## **Standard 2: Comprehension/Interpretation**

Students read and respond to a variety of grade-level-appropriate expository and literary texts, and are able to state the purpose for reading. Students use a variety of comprehension strategies to understand material that may be used to answer specific questions or gather information. Students identify and describe literary elements and author's purpose. Students identify words that the author selects to create a rich auditory and/or visual experience. Students identify differences between fiction and nonfiction.

### **Goal 2.1: Acquire Strategies and Skills for Comprehending Text**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.2.1.1 Tell the purpose for reading different kinds of text, including paragraphs.
- 2.LA.2.1.2 Participate in connecting the information and events in texts to self, to the world, and to other texts.
- 2.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.

### **Goal 2.2: Acquire Skills to Comprehend Expository Text**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.2.2.1 Identify the main idea, problem and solutions in expository text to support comprehension.
- 2.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read.
- 2.LA.2.2.3 Identify facts and sequence important information from expository text into a logical order to retell facts.
- 2.LA.2.2.4 Follow two-step written directions.

### **Goal 2.3: Acquire Skills for Comprehending Literary Text**

**Objective(s): By the end of Grade 2, the student will be able to:**

- 2.LA.2.3.1 Identify differences in fiction or non fiction.
- 2.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud.
- 2.LA.2.3.3 Identify the setting in a story heard or read aloud.
- 2.LA.2.3.4 Retell basic plots of literary text.

**Standard 3: Writing Process** .a, d)

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students organize information during prewriting. Students write compositions that relate to a central idea and contain supporting details. Students logically sequence information and revise drafts to improve audience understanding.

**Goal 3.1: Acquire Prewriting Skills**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.3.1.1 Generate ideas using prewriting strategies (e.g., journaling).
- 2.LA.3.1.2 Identify the main idea.
- 2.LA.3.1.3 Identify strategies for planning and organizing writing.
- 2.LA.3.1.4 Identify an appropriate writing format for audience.

**Goal 3.2: Acquire Skills for Writing a Draft**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.

**Goal 3.3: Acquire Skills for Revising a Draft**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.3.3.1 Revise writing by adding, substituting, or retelling text.
- 2.LA.3.3.2 Identify and add details to enhance audience understanding.
- 2.LA.3.3.3 Use strategies to guide the revision process, (e.g., peer conference, teacher conference, rubrics).

**Goal 3.4: Acquire Skills for Editing a Draft**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.3.4.1 Edit the draft for errors in simple spelling, capitalization, and punctuation.

**Goal 3.5: Acquire Skills to Publish Writing**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.3.5.1 Publish and illustrate draft.
- 2.LA.3.5.2 Share writing with intended audience.

**Standard 4: Writing Applications**

Students write for a specific purpose and audience. Students begin to write paragraphs with a main idea and related details. Students write personal experiences, narratives, friendly letters, and text summaries. Students write in a variety of modes including expressive, expository, and literary response.

**Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.4.1.1 Write narratives based on personal experience that contain a main idea.

2.LA.4.1.2 Write simple rhymes, poems, or songs.

#### **Goal 4.2: Acquire Expository (Informational/Research) Writing Skills**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.4.2.1 Participate in writing a friendly letter.
- 2.LA.4.2.2 Write brief explanations or observations of real objects, persons, places, events, or processes.

#### **Goal 4.3: Acquire Persuasive Writing Skills**

No objectives at this grade level.

#### **Goal 4.4: Acquire Skills for Literary Response**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.4.4.1 Write or draw a response that identifies a text to self, text to world, and/or text to text connection.
- 2.LA.4.4.2 Write or draw a response to a literature selection that identifies the characters, setting, and main idea.

#### **Standard 5: Writing Components**

Students use the conventions of written language appropriate to this grade level. Students identify and correctly use nouns and verbs. Students correctly spell words with a common spelling pattern.

#### **Goal 5.1: Acquire Handwriting Skills**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.5.1.1 Print with functional speed and maintain legibility.

#### **Goal 5.2: Acquire Spelling Skills**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.5.2.1 Spell correctly Grade 2 high-frequency words.
- 2.LA.5.2.2 Spell correctly Grade 2 phonetically regular words with common spelling patterns.
- 2.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.

#### **Goal 5.3: Acquire Skills for Sentence Structure**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.5.3.1 Identify the difference between an incomplete and a complete sentence.
- 2.LA.5.3.2 Use correct subject verb agreement in simple sentences.

#### **Goal 5.4: Acquire Skills for Using Conventions**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.5.4.1 Use capital letters for proper nouns.
- 2.LA.5.4.2 Use ending punctuation, including question marks and exclamation points.

#### **Standard 6: Communication**

Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using

correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

### **Goal 6.1: Acquire Listening Skills**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).
- 2.LA.6.1.2 Listen for answers to specific questions from information presented orally.
- 2.LA.6.1.3 Listen and follow multiple-step oral directions.
- 2.LA.6.1.4 Listen to acquire information from a variety of sources.

### **Goal 6.2: Acquire Speaking Skills**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.6.2.1 Ask for clarification and explanation of stories and ideas.
- 2.LA.6.2.2 Paraphrase information that has been shared orally by others.
- 2.LA.6.2.3 Stay on topic when speaking.
- 2.LA.6.2.4 Retell stories or experiences that follow a logical sequence of events.
- 2.LA.6.2.5 Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).

### **Goal 6.3: Acquire Viewing Skills**

**Objective(s): By the end of the Grade 2, the student will be able to:**

- 2.LA.6.3.1 Demonstrate awareness of different media.
- 2.LA.6.3.2 Determine main concepts and details from information viewed.
- 2.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations.