



GRADE TWO READING

The Diocese of Knoxville has adapted the following reading standards to establish for teachers, students and parents the knowledge, understanding and skills students need to acquire in order to satisfy the reading requirements for Grade 2.

READING APPLICATION

Each year students' reading should demonstrate their development in applying the strategies learned to comprehend and interpret information and develop skills that are the foundation for independent reading. Students advancing through the grades are expected to meet each year's specific standards, retain or further develop skills and understandings mastered in previous grades, and work steadily toward meeting the more general expectations described in the anchor standards.

Reading is divided into three standards:

- I. Foundational Reading:** Foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, phonemic awareness, vocabulary acquisition, English syntax and other basic conventions of the English reading and writing system.
- II. Literature Reading:** Literature reading standards provide a focus for instruction each year and help ensure students gain extensive exposure to a range of texts and tasks. Literature is a body of written works of a language, period or culture. It may be imaginative and creative and is appreciated for artistic value.
- III. Informational Reading:** Informational reading standards provide a focus for instruction each year and help ensure students gain adequate exposure to a range of texts and tasks and academic vocabulary. Informational reading is reading to gain or acquire knowledge and focuses on non-fictional texts.

IV.

SUMMARY-READING

Grade Two

Students in Grade 2 can read multi-syllable words on a regular basis by sight. Second grade students read text using fluid and automatic decoding skills, fluency and appropriate change in voice, timing and expression. Students are able to identify words into categories (e.g., colors, fruits, vegetables).

Second grade students establish a purpose for reading (e.g., to be informed, to follow directions, to persuade, or to be entertained). Students can use prior knowledge to compare and contrast

information in texts and summarize text by recalling main ideas and some supporting details. Fluency continues to develop as students accurately read high frequency sight words within phrases, sentences, and paragraphs.

The Diocese of Knoxville stipulates the following exit skills in reading for Grade Two students:

1. Identify rhyming words with the same or different spelling patterns.
2. Read regularly spelled multi-syllable words by sight.
3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
5. Segment letter, letter blends and syllable sounds in words.
6. Distinguish and identify the beginning, middle and ending sounds in words.
7. Identify words as having either short-or-long-vowel sounds.
8. Demonstrate recognition of a growing number of sight words.
9. Read text using fluid and automatic decoding skills.
10. Read passages fluently with appropriate changes in voice, timing and expression.
11. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.
12. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms) and homonyms.
13. Accurately read high frequency sight words.
14. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.
15. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.
16. Identify contractions and common abbreviations and connect them to whole words.
17. Determine the meaning of prefixes, including *un-*, *re-*, *pre-* and suffixes, including *-er*, *-est*, *-ful*, and *-less*.
18. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.
19. Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossary and technology.
20. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
21. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.
22. Compare and contrast information in texts with prior knowledge and experience.
23. Summarize text by recalling main ideas and some supporting details.
24. Create and use non-linguistic representations (graphic organizers, such as Venn diagrams and webs), to demonstrate comprehension.

25. Use higher order thinking (literal, inferential, evaluative) questions to demonstrate comprehension of grade appropriate print texts and electronic and visual media.
26. Monitor comprehension by recognizing when text does not make sense and review or read on to reinforce comprehension.
27. Monitor reading comprehension by identifying word errors and self-correcting.
28. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
29. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).
30. Use the table of contents, glossary, captions, diagrams, illustrations and bold/italicized words to identify information and to comprehend text.
31. Arrange events from informational text in sequential order using transition words (first, next, last, finally, etc).
32. List questions about essential elements from informational text (e.g., *why, who, where, what, when and how*) and identify answers.
33. Classify ideas from informational texts as main ideas or supporting details.
34. Identify information in diagrams, charts, graphs and maps.
35. Analyze a set of directions for proper sequencing.
36. Compare and contrast different versions of the same story.
37. Describe characters and setting.
38. Retell the plot of a story.
39. Distinguish between stories, fiction vs. non-fiction, poems, plays, fairy tales and fables.
40. Identify words from texts that appeal to the senses.
41. Identify the theme of a text.

STANDARD-READING

GRADE TWO

READING: FOUNDATIONAL SKILLS

I. PRINT CONCEPTS

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF. 2.1.1A	Recognize that the dictionary is organized in alphabetical order.
RF.2.1.1B	Demonstrate application of alphabetical sequencing by locating words in the dictionary.
RF.2.1.1C	Find information in text using different parts of the book (glossary, graphs, guide words, table of contents).

II. PHONICS AND WORD RECOGNITION

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.1	Distinguish long and short vowels when reading regularly spelled one-syllable words (e.g., <i>hop</i> vs. <i>hope</i>).
RF.2.3.2	Know spelling-sound correspondences for additional common vowel teams (e.g., <i>loud, cow, look, loop, boy, boil</i>).
RF.2.3.3	Decode regularly spelled two-syllable words with long vowel sounds (e.g., <i>surprise, remain, needle, baby</i>).
RF.2.3.4	Decode words with common prefixes and suffixes (e.g., <i>unhappy, carefully, goodness</i>).
RF. 2.3.5	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.6	Recognize and read grade-appropriate irregularly spelled words (e.g., <i>thought, eyes, busy, ocean, island, people</i>).
RF. 2.3.7	Read at least 200-300 high frequency words by sight and in phrases, sentences, and paragraphs.
RF.2.3.8	Decode words with /r/controlled vowels.
RF.2.3.9	Identify antonyms, synonyms, and homonyms.
RF.2.3.10	Recognize and read correctly formed contractions.

III. FLUENCY

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.2.4	Read with sufficient accuracy, fluency, and expression to support comprehension (90 wpm by the end of the year.)
RF.2.4.1	Read grade-level text with purpose and understanding.
RF.2.4.2	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

READING: LITERATURE

1. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how to</i> demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.

II. CRAFT AND STRUCTURE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.2.4	Describe and identify how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe story elements: the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.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.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.7.A.	Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
RL.2.8	(Not applicable in literature)

RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.2.10	Refer to core elements of the stories, plays, and myths, including characters, settings, and plots, when writing or speaking about specific text.
RL.2.11	Compare and contrast personal knowledge and experience with events or characters within a story or text. Use personal knowledge to make text to self, text to text, and text to world connections.
RL.2.12	Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe (author's purpose).
RL.2.13	Choose appropriate reading material for a variety of reading purposes.
RL.2.14	Apply Catholic values and teachings in the evaluation of literary themes and plots.

III. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

RL.2.15	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently.
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READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

STANDARDS

STANDARD DESCRIPTION

RI.2.1	Ask and answer questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

IV.CRAFT AND STRUCTURE

STANDARDS

STANDARD DESCRIPTION

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 Know and use various text and graphic features (e.g., headings, tables of contents, glossaries, electronic menus, icons, bold, italicized words, diagrams) to locate key facts or information in a text efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe (author's purpose).

V.INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARDS

STANDARD DESCRIPTION

RI.2.7 Explain how specific graphic features (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important point presented by two texts on the same topic.

RI.2.10 Identify cause and effect relationships in a text.

RI.2.11 Apply Catholic values and teachings in the evaluation of informational literature and text.

RANGE OF READING LEVEL OF TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

RI.2.12

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as need at the high end of the range.

GRADE TWO ENGLISH LANGUAGE ARTS (ELA)

The Diocese of Knoxville has adapted the following English Language Arts (ELA) standards to establish for teachers, students, and parents the knowledge, understanding, and skills students need to acquire in order to satisfy the ELA requirements for second grade.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville students progress through elementary grades, the essential rules of standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary in written and spoken English. Students acquire increasing understanding of the conventions and mechanics of the English language.

English Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English**
- II. Knowledge of Language**
- III. Vocabulary Acquisition and Use**

SUMMARY-ELA

GRADE TWO (2)

Second grade students demonstrate command of Standard English grammar and usage when writing and speaking. They demonstrate knowledge and usage of collective and irregular plural nouns (e.g. *feet, teeth, mice*). They use past tense in writing and can produce complete simple and compound sentences. Students demonstrate knowledge of capitalization, punctuation and spelling when writing, using commas and apostrophes when necessary. Students in Grade 2 consult with reference materials, both print and digitally, and are capable of check spelling and usage of words with beginning dictionary knowledge. Students in Grade 2 compare and use formal and informal English appropriately. They clarify the meaning of unknown and multiple-meaning words and phrases based

on Grade 2 reading strategies. They add prefixes and suffixes to root words and have knowledge of creating compound words. Students demonstrate an understanding of figurative language and can make real-life connections between words and their meanings. They respond to text using words and phrases acquired through conversations, readings, and being read to.

The Diocese of Knoxville stipulates the following exit skills in English/ Language Arts for Second Grade students:

1. Print legibly, and space letters, words and sentences appropriately.
2. Spell all word studies correctly including plurals and verb tenses.
3. Begin to use spelling patterns and rules correctly (e.g., dropping silent /e/ before adding-*ing*).
4. Recognize, name and use periods, question marks, exclamation points, apostrophes and quotation marks.
5. Recognize identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
6. Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
7. Use correct capitalization in a sentence.
8. Use subject/verb agreement correctly in speaking and writing.
9. Use noun/pronoun agreement correctly in speaking and writing.
10. Use past, present, and future verb tenses correctly (e.g., “we were” not “we was”).
11. Use apostrophes to create contractions and indicate possession, i.e., cat’s meow.
12. Use quotation marks appropriately to designate direct speech.
13. Research using text and digital tools to retrieve information, spelling, and word meanings.
14. Name parts of speech.

STANDARDS-ELA

Grade Two

I. CONVENTIONS OF STANDARD ENGLISH

STANDARD(s)

STANDARD DESCRIPTION

L.2.1

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

L.2.1.1

Use collective nouns (e.g., *group*).

L.2.1.2

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

- L.2.1.3 Use reflexive pronouns (e.g., *myself, ourselves*).
- L.2.1.4 Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- L.2.1.5 Produce, expand, and rearrange complete simple and compound sentences in interrogative, imperative, and exclamatory forms (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- L.2. 2 Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2.1 Capitalize holidays, product names, and geographic names.
- L.2.2.2 Use commas in greetings and closings of letters. Use commas for lists, dates, and names of places.
- L.2.2.3 Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2.4 Generalize learned spelling patterns when writing words (e.g., *cage- badge; boy-boil*).
- L.2.2.5 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.2.6 Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., TN, U.S., months, days of the week, a.m., p.m.).

II. KNOWLEDGE OF LANGUAGE

STANDARD

STANDARD DESCRIPTION

- L.2.3 Use knowledge of language and its

conventions when writing, speaking, reading, or listening.

L.2.3.1 Compare formal and informal uses of English.

III. VOCABULARY ACQUISITION AND USE

STANDARD

STANDARD DESCRIPTION

- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade Two reading and content*, choosing flexibly from an array of strategies.
- L.2.4.1 Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4.2 Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- L.2.4.3 Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- L.2.4.4 Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- L.2.4.5 Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

STANDARD

STANDARD DESCRIPTION

- L.2.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.2.5.1 Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- L.2.5.2 Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- L.2.6 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*).

GRADE TWO WRITING

The Diocese of Knoxville has adapted the following Writing standards for teachers, students, and parents. The goals of the standards are to clearly establish what knowledge, understanding, and skills students need to acquire in order to satisfy the Writing requirements for Grade two. The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

WRITING APPLICATION

Each year students' writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax, to the development and organization of ideas. The writing tasks should address increasingly demanding content and sources. In addition, as students progress through the elementary grades, they should become adept in the art of handwriting from print to cursive. 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.

Writing standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose
- II. Production and Distribution of Writing
- III. Research to Build and Present Knowledge
- IV. Range of Writing
- V. Handwriting

SUMMARY-WRITING

GRADE TWO

Students develop ever increasing code knowledge and fluency in reading during second grade and, as a result, most will also become increasingly comfortable and competent in expressing their thoughts and ideas in writing. Students in second grade develop and demonstrate opinions in writing and supply reasons to support the opinions. They learn to write texts with an introduction and use facts to develop stories that could recount a well elaborated sequence of events and provide a sense of closure. Revising and editing their written work is introduced to strengthen their writing skills. Students use a variety of digital tools to produce and publish their writing. Research writing projects are learned to produce a report. Stories that convey a clear message, including details, logical sequence of events and descriptive language are developed in Grade 2. There is an introduction to the writing stories by comparing texts to other texts, or to people or events in their own lives. Students learn to write letters or invitations that include relevant information and follow letter format (e.g., date, proper, salutation, body, closing, and signature). They produce informal writings (e.g., messages, journals, notes and poems) for various purposes. Students practice fine-motor skills and attention to detail through learning to write legibly in print and cursive.

The Diocese of Knoxville stipulates the following exit skills in writing application for Grade Two students:

1. Develop a main idea for writing.
2. Develop a purpose and audience for writing.
3. Use organizational strategies (e.g., brainstorming, lists, webs, Venn diagrams) to plan writing.
4. Organize writing by providing a simple introduction, body and a clear closure.
5. Use a wide range of simple, compound and complex sentences.
6. Use resources to select effective vocabulary (e.g. word wall, beginner's dictionary, word bank, technology).
7. Use available technology to compose text.
8. Add descriptive words and details and delete extraneous information.
9. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
10. Write a simple friendly letter.

Narrative Writing

11. Write a familiar story that includes setting (s), character(s), dialogue, and if appropriate, several events, using temporal words and phrases to indicate the chronology of events and transition words as appropriate.
12. Write a personal narrative.
13. Create a title and an ending that are relevant to the narrative.

Informational/Explanatory Writing

14. Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).
15. Group similar information into paragraphs.
16. Use linking words such as *also, another, and, etc.* to connect ideas within the paragraph.

Persuasive Writing (Opinion)

17. Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
18. Use words to link opinions with reasons or supporting details, such as *because, also, another.*
19. Create a title that is relevant to the topic or subject of the text.
20. If writing about a specific book or read-aloud, refer to text evidence.

STANDARD-WRITING

GRADE TWO

I. TEXT TYPES AND PURPOSES

STANDARD

STANDARD DESCRIPTION

W.2.1	Write opinion pieces in which students introduce the topic or book they are writing about, state an opinion, provide reasons and details that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative and explanatory texts in which students introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding statement or section.
W.2.3	Write narratives in which students recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.3A	Write stories and/or poems with dialogue.
W.2.3B	Use symbols and drawings to convey information.

II. PRODUCTION AND DISTRIBUTION OF WRITING

- W.2.4** (Begins in Grade 3)
- W.2.5** With guidance and support from adults, focus on a topic, strengthen writing as needed through revision.
- W.2.6** Demonstrate the ability to integrate spelling strategies into written context.
- W.2.7** Demonstrate ability to use descriptive language in writing.
- W.2.8** Develop voice by use of high interest vocabulary when writing.
- W.2.9** With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers or older students.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- W.2.10** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.11** Recall information from experiences or gather information from provided sources to answer a question.
- W.2.12** (Begins in Grade 4)

IV. RANGE OF WRITING

- W.2.13** (Begins in Grade 3)

V. HANDWRITING

- HW.2.1** Use the conventions of print and cursive in purposeful writing activities.
- a. Correct letter formation (manuscript and cursive in second grade) and maintain correct handwriting position.
 - b. Capitalization
 - c. Punctuation
- HW.2.2** Use cursive to write upper and lower case alphabet letters.

GRADE TWO SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to define for teachers, students and parents what knowledge, understanding, and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade Two.

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations-as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Second grade students participate in collaborative conversation with diverse partners about Grade 2 topics and texts. Students build on others' talk in conversations by linking their comments to the remarks of others. Second grade students ask not only for clarification, but also further explanation as needed. Students can recall and describe key details about information presented either orally or by other media. They ask and answer questions about what a speaker has said to clarify, be more informed, or deepen understanding. Students can speak audibly in coherent sentences to tell a story or recount an experience. Audio recordings of stories or poems are created by students with drawings or visuals added to help communicate ideas, thoughts, and feelings. Students produce complete sentences when appropriate to provide requested detail or clarification.

The Diocese of Knoxville stipulates the following exit skills in Speaking and Listening for Grade Two students:

1. Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.
2. Use active listening skills, such as making eye contact and asking for clarification and explanation.
3. Follow agreed-upon rules for group discussions, i.e., look a and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please”, etc.
4. Compare what is heard with prior knowledge and experience.
5. Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person.
6. Identify the main idea of oral presentations and visual media.
7. Identify and express physical sensations, mental states, and emotions of self and others.
8. Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc*)
9. Understand and use narrative language to describe people, places, things, locations, events, actions.
10. Follow two-and three-step oral directions.
11. Demonstrate an understanding of the rules of the English language.
12. Select language appropriate to purpose and use clear diction and tone.
13. Speak clearly with volume appropriate to the setting. Adjust volume to stress important ideas when speaking.
14. Deliver informational presentations that:
 - a) Present events or ideas in logical sequence and maintain a clear focus;
 - b) Demonstrate an understanding of the topic;
 - c) Include relevant facts and details to develop a topic;
 - d) Organize information with a clear beginning and ending;

- e) Include diagrams, charts, word webs Venn Diagrams, or illustrations when appropriate; and
- f) Identify sources.
- g) Deliver formal and informal descriptive presentations recalling an event or personal experience that conveys relevant informational and descriptive details.
- h) Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).

STANDARDS-SPEAKING AND LISTENING GRADE TWO

I. COMPREHENSION AND COLLABORATION

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1.1	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).
SL.2.1.2	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.3	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	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.

II. PRESENTATION OF KNOWLEDGE AND IDEAS

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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- SL.2.5a** Create audio recordings of stories or poems.
- SL.2.5b** Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6** Produce complete sentences when appropriate to the task and situation in order to provide requested details or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns.