

Idaho Extended Standards Draft
Extended Content Indicators
Grade 2
Language Arts

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.

Extended Standard 1: Students decode regular, high frequency words, pictures, gestures, or objects and identify regular plural words. Students understand common synonyms and antonyms, and apply meaning of context to determine unknown words, pictures, gestures, or objects. This knowledge is applied to achieve fluent reading of high frequency words and text.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	2.L.A.1.1	Acquire Concepts About Print	2.LA.1.1.1 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.		2.LA.1.1.1 A Recognizes print conventions such as letters, words or sentences represented by pictures, objects, sign, or text.
			2.LA.1.1.2 Locate information using alphabetical order to the second letter.		2.LA.1.1.2 A Matches letters, objects, or words in order using an alphabet chart.

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.

Extended Standard 1: **Students decode regular, high frequency words, pictures, gestures, or objects and identify regular plural words. Students understand common synonyms and antonyms, and apply meaning of context to determine unknown words, pictures, gestures, or objects. This knowledge is applied to achieve fluent reading of high frequency words and text.**

Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	2.L.A.1.2	Acquire Concepts About Text	2.LA.1.2.1 Identify different kinds of texts types.		2.LA.1.2.1 A Attend and respond to different kinds of texts types.
			2.LA.1.2.2 Identify titles, tables of contents, and chapter headings to locate information.		2.LA.1.2.2 A Locates the title of a book or reading selection.
			2.LA.1.2.3 Use information from simple graphs, charts and diagrams.		2.LA.1.2.3 A Recognize graphic features in text, i.e. charts and diagrams.

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.

Extended Standard 1: Students decode regular, high frequency words, pictures, gestures, or objects and identify regular plural words. Students understand common synonyms and antonyms, and apply meaning of context to determine unknown words, pictures, gestures, or objects. This knowledge is applied to achieve fluent reading of high frequency words and text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	2.L.A.1.3	Acquire Phonological Awareness Skills	No objectives at this grade level.		No objectives at this grade level.

Standard 1: Reading Process - Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.

Extended Standard 1: Students decode regular, high frequency words, pictures, gestures, or objects and identify regular plural words. Students understand common synonyms and antonyms, and apply meaning of context to determine unknown words, pictures, gestures, or objects. This knowledge is applied to achieve fluent reading of high frequency words and text.

Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	2.LA.1.4	Acquire Decoding Skills Using Word Parts	2.LA.1.4.1 Use word patterns and/or word families to decode words in isolation and in context. (698.01.a)		2.LA.1.4.1 A Match letter symbols to sound.
			2.LA.1.4.2 Read abbreviations appropriate to grade level.		2.LA.1.4.2 A Attend to abbreviations in text appropriate to grade level.

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.

Extended Standard 1: Students decode regular, high frequency words, pictures, gestures, or objects and identify regular plural words. Students understand common synonyms and antonyms, and apply meaning of context to determine unknown words, pictures, gestures, or objects. This knowledge is applied to achieve fluent reading of high frequency words and text.

Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	2.L.A.1.5	Acquire Decoding Skills Using Syllabication	2.LA.1.5.1 Identify chunks or small words to decode two and three syllable written words. (689.01.c)		2.LA.1.5.1 A Identify that letters put together make words.

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.

Extended Standard 1: Students decode regular, high frequency words, pictures, gestures, or objects and identify regular plural words. Students understand common synonyms and antonyms, and apply meaning of context to determine unknown words, pictures, gestures, or objects. This knowledge is applied to achieve fluent reading of high frequency words and text.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.1.6	Acquire Decoding Skills Using Context	2.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.		2.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.

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.

Extended Standard 1: Students decode regular, high frequency words, pictures, gestures, or objects and identify regular plural words. Students understand common synonyms and antonyms, and apply meaning of context to determine unknown words, pictures, gestures, or objects. This knowledge is applied to achieve fluent reading of high frequency words and text.

Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	2.L.A.1.7	Acquire Fluency	2.LA.1.7.1 Read at least 300 regular and irregular sight words fluently. (689.01f)		2.LA.1.7.1 A Recognizes automatically between 15 to 45 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).
			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).		2.LA.1.7.2 A Listen to grade 2 appropriate text read aloud by repeating text in choral reading.

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.

Extended Standard 1: Students decode regular, high frequency words, pictures, gestures, or objects and identify regular plural words. Students understand common synonyms and antonyms, and apply meaning of context to determine unknown words, pictures, gestures, or objects. This knowledge is applied to achieve fluent reading of high frequency words and text.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.1.8	Vocabulary and Concept Development	2.LA.1.8.1 Identify simple prefixes, suffixes, and contractions to determine the meaning of unknown words. (689.01.e)		2.LA.1.8.1 A Identify words and the meaning of inflectional endings, such as singular and plural or -ed.
			2.LA.1.8.2 Identify common antonyms, synonyms, and homonyms to determine meaning of words.		2.LA.1.8.2 A Identify word that are common opposites or mean the same. (antonyms or synonyms)
			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.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies 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. (689.04.a)		2.LA.1.8.4 A Use dictionary materials to develop concepts and vocabulary.

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.

Extended Standard 2: Students read and respond to a variety of grade-level appropriate expository and literary texts, and identify the purpose of reading different kinds of texts. Students use comprehension strategies to answer questions or gather information. Students identify common literary elements and the main topic of a story that is read or heard. Students respond to and identify words, pictures, gestures, or objects in a story that create an auditory and/or visual experience. Students identify between fiction and nonfiction.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	2.LA.2.1.1 Tell the purpose for reading different kinds of text, including paragraphs. (689.02.a; 689.03.f)		2.LA.2.1.1 A Identify the purpose of different kinds of text.
			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.2.1.2 A Participate in connecting the information and events in texts to self.
			2.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.		2.LA.2.1.3 A Participate in using picture clues and context to identify a conclusion based on the text.

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.

Extended Standard 2 : Students read and respond to a variety of grade-level appropriate expository and literary texts, and identify the purpose of reading different kinds of texts. Students use comprehension strategies to answer questions or gather information. Students identify common literary elements and the main topic of a story that is read or heard. Students respond to and identify words, pictures, gestures, or objects in a story that create an auditory and/or visual experience. Students identify between fiction and nonfiction.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.2.2	Acquire Skills to Comprehend Expository Text	2.LA.2.2.1 Identify the main idea, problem and solutions in expository text to support comprehension.		2.LA.2.2.1 A Identify a main idea in expository text that is heard or read.
			2.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read. (689.03.d)		2.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is 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.2.2.3 A Identify and sequence information from expository text using picture or object clues to retell.
			2.LA.2.2.4 Follow two-step written directions.		2.LA.2.2.4 A Follow a single written direction.

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.

Extended Standard 2 : Students read and respond to a variety of grade-level appropriate expository and literary texts, and identify the purpose of reading different kinds of texts. Students use comprehension strategies to answer questions or gather information. Students identify common literary elements and the main topic of a story that is read or heard. Students respond to and identify words, pictures, gestures, or objects in a story that create an auditory and/or visual experience. Students identify between fiction and nonfiction.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.2.3	Acquire Skills for Comprehending Literary Text	2.LA.2.3.1 Identify differences in fiction or non fiction. (689.03.f)		2.LA.2.3.1 A Identify between fiction and nonfiction reading materials.
			2.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud. (689.03.b)		2.LA.2.3.2 Identify character(s) in a story that is heard or read.
			2.LA.2.3.3 Identify the setting in a story heard or read aloud. (689.03.b)		2.LA.2.3.3A Identify the setting in a story that is heard or read.
			2.LA.2.3.4 Retell basic plots of literary text. (689.02.a)		2.LA.2.3.4 Retell the basic topic of a story.

Standard 3: Writing - 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.

Extended Standard 3: Students use the steps of the writing process to create a message for a variety of purposes and audiences. Students participate in organizing ideas and details with assistance and modeling during prewriting. Students compose simple messages that relate to a central idea and contain supporting detail. Students engage in strategies to sequence simple compositions and revise drafts to improve audience understanding.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.3.1	Acquire Prewriting Skills	2.LA.3.1.1 Generate ideas using prewriting strategies (e.g., journaling). (690.01.a)		2.LA.3.1.1 A Participate in generating ideas using prewriting strategies.
			2.LA.3.1.2 Identify the main idea.		2.LA.3.1.2 A Participate in identifying the main idea
			2.LA.3.1.3 Identify strategies for planning and organizing writing.		2.LA.3.1.3 A Participate in using strategies for planning and organizing writing.
			2.LA.3.1.4 Identify an appropriate writing format for audience. (690.01.d)		2.LA.3.1.4 A Identify an appropriate writing format for audience

Standard 3: Writing - 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.

Extended Standard 3: Students use the steps of the writing process to create a message for a variety of purposes and audiences. Students participate in organizing ideas and details with assistance and modeling during prewriting. Students compose simple messages that relate to a central idea and contain supporting detail. Students engage in strategies to sequence simple compositions and revise drafts to improve audience understanding.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.LA.3.2	Acquire Skills for Writing a Draft	2.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. (690.01.a)		2.LA.3.2.1 A Use ideas generated in prewriting to write a draft.

Standard 3: Writing - 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.

Extended Standard 3: Students use the steps of the writing process to create a message for a variety of purposes and audiences. Students participate in organizing ideas and details with assistance and modeling during prewriting. Students compose simple messages that relate to a central idea and contain supporting detail. Students engage in strategies to sequence simple compositions and revise drafts to improve audience understanding.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.3.3	Acquire Skills for Revising a Draft	2.LA.3.3.1 Revise writing by adding, substituting, or retelling text.		2.LA.3.3.1 A Revise writing by substituting or retelling text.
			2.LA.3.3.2 Identify and add details to enhance audience understanding.		2.LA.3.3.2 A Revise writing by selecting a detail to add to text.
			2.LA.3.3.3 Use strategies to guide the revision process, (e.g., peer conference, teacher conference, rubrics).		2.LA.3.3.3 A Participate in strategies to revise writing (e.g. peer or teacher conference)

Standard 3: Writing - 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.

Extended Standard 3: Students use the steps of the writing process to create a message for a variety of purposes and audiences. Students participate in organizing ideas and details with assistance and modeling during prewriting. Students compose simple messages that relate to a central idea and contain supporting detail. Students engage in strategies to sequence simple compositions and revise drafts to improve audience understanding.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.3.4	Acquire Skills for Editing a Draft	2.LA.3.4.1 Edit the draft for errors in simple spelling, capitalization, and punctuation.		2.LA.3.4.1A With assistance, check draft for errors.

Standard 3: Writing - 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.

Extended Standard 3: Students use the steps of the writing process to create a message for a variety of purposes and audiences. Students participate in organizing ideas and details with assistance and modeling during prewriting. Students compose simple messages that relate to a central idea and contain supporting detail. Students engage in strategies to sequence simple compositions and revise drafts to improve audience understanding.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.3.5	Acquire Skills to Publish Writing	2.LA.3.5.1 Publish and illustrate draft. (690.01.a)		2.LA.3.5.1 A Publish a draft with assistance.
			2.LA.3.5.2 Share writing with intended audience. (690.03.b)		2.LA.3.5.2 A 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 and/or share personal experiences, narratives, friendly letters, and text summaries. Students write in a variety of modes including expressive, expository, and literary response.

Extended Standard 4: Students compose written communication for a purpose and audience. Students begin to write with a main idea and related detail. Students compose about personal experiences, narratives, and friendly letters. Students participate in a variety of writing activities with modeling including expressive and literary response.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	2.LA.4.1.1 Write narratives based on personal experience that contain a main idea. (690.03.a)		2.LA.4.1.1 A Write and/or share narratives based on personal experience.
			2.LA.4.1.2 Write simple rhymes, poems, or songs. (690.03.b)		2.LA.4.1.2 A Copy simple rhymes, poems, or songs.

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.

Extended Standard 4: Students compose written communication for a purpose and audience. Students begin to write with a main idea and related detail. Students compose about personal experiences, narratives, and friendly letters. Students participate in a variety of writing activities with modeling including expressive and literary response.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	2.LA.4.2.1 Participate in writing a friendly letter. (690.01.d)		2.LA.4.2.1 A Participate in writing a friendly letter.
			2.LA.4.2.2 Write brief explanations or observations of real objects, persons, places, events, or processes.		2.LA.4.2.2 A Participate in writing brief observations of real objects, persons, or events.

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.

Extended Standard 4: Students compose written communication for a purpose and audience. Students begin to write with a main idea and related detail. Students compose about personal experiences, narratives, and friendly letters. Students participate in a variety of writing activities with modeling including expressive and literary response.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.4.3	Acquire Persuasive Writing Skills	No objectives at this grade level.		No objectives at this grade level.

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.

Extended Standard 4: Students compose written communication for a purpose and audience. Students begin to write with a main idea and related detail. Students compose about personal experiences, narratives, and friendly letters. Students participate in a variety of writing activities with modeling including expressive and literary response.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.4.4	Acquire Skills for Literary Response	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.4.4.1 A Participate in writing or drawing a response to literary selections.
			2.LA.4.4.2 Write or draw a response to a literature selection that identifies the characters, setting, and main idea.		2.LA.4.4.2 A Respond about a character or main idea from text read aloud.

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.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students identify nouns and verbs. Students use common spelling patterns for correctly spelling words.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.5.1	Acquire Handwriting Skills	2.LA.5.1.1 Print with functional speed and maintain legibility. (690.01.b)		2.LA.5.1.1 A Produce legible writing.

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.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students identify nouns and verbs. Students use common spelling patterns for correctly spelling words.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.5.2	Acquire Spelling Skills	2.LA.5.2.1 Spell correctly Grade 2 high-frequency words. (690.02.a)		2.LA.5.2.1 A Demonstrate spelling skills with high frequency words.
			2.LA.5.2.2 Spell correctly Grade 2 phonetically regular words with common spelling patterns. (690.02.a)		2.LA.5.2.2 A Participate in spelling simple, phonetically CVC words.
			2.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.		2.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.

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.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students identify nouns and verbs. Students use common spelling patterns for correctly spelling words.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.5.3	Acquire Skills for Sentence Structure	2.LA.5.3.1 Identify the difference between an incomplete and a complete sentence. (690.02.a)		2.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.
			2.LA.5.3.2 Use correct subject verb agreement in simple sentences. (690.02.a)		2.LA.5.3.2 A Identify noun and verb agreement.

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.

Extended Standard 5: Students use the components of written language appropriate to this grade level. Students identify nouns and verbs. Students use common spelling patterns for correctly spelling words.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.5.4	Acquire Skills for Using Conventions	2.LA.5.4.1 Use capital letters for proper nouns. (690.02.a)		2.LA.5.4.1 A Demonstrate use of capitalization skills: names
			2.LA.5.4.2 Use ending punctuation, including question marks and exclamation points. (690.02.a)		2.LA.5.4.2 A Identify use of punctuation skills: period and question mark

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.

Extended Standard 6: Students listen to understand oral, visual, or tactile presentations. They use communication skills to deliver presentations about familiar experiences that are around a topic, using correct grammar and vocabulary. Students gain new information using traditional and non-print media.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A 6.1	Acquire Listening Skills	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.6.1.1 A Demonstrate effective and appropriate listening skills to obtain information or to enjoy.
			2.LA.6.1.2 Listen for answers to specific questions from information presented orally. (691.03.a)		2.LA.6.1.2 A Listen for specific answers in order to respond to questions.
			2.LA.6.1.3 Listen and follow multiple-step oral directions.		2.LA.6.1.3 A Listen and follow one and two-step oral directions.
			2.LA.6.1.4 Listen to acquire information from a variety of sources. (691.01.b)		2.LA.6.1.4 A Listen to gain information from others.

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.

Extended Standard 6: Students listen to understand oral, visual, or tactile presentations. They use communication skills to deliver presentations about familiar experiences that are around a topic, using correct grammar and vocabulary. Students gain new information using traditional and non-print media.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.6.2	Acquire Speaking Skills	2.LA.6.2.1 Ask for clarification and explanation of stories and ideas.		2.LA.6.2.1 A Ask questions about stories.
			2.LA.6.2.2 Paraphrase information that has been shared orally by others.		2.LA.6.2.2 A Repeat information that has been shared orally by others.
			2.LA.6.2.3 Stay on topic when speaking.		2.LA.6.2.3 A Stay on topic when speaking.
			2.LA.6.2.4 Retell stories or experiences that follow a logical sequence of events. (692.02.a)		2.LA.6.2.4 A Retell experiences that follow a simple 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). (692.01.a)		2.LA.6.2.5 A Communicate at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).

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.

Extended Standard 6: Students listen to understand oral, visual, or tactile presentations. They use communication skills to deliver presentations about familiar experiences that are around a topic, using correct grammar and vocabulary. Students gain new information using traditional and non-print media.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	2.L.A.6.3	Acquire Viewing Skills	2.LA.6.3.1 Demonstrate awareness of different media.		2.LA.6.3.1 A Demonstrate awareness of different media.
			2.LA.6.3.2 Determine main concepts and details from information viewed. (693.01.b)		2.LA.6.3.2 A Identify main concepts and/or details from information viewed.
			2.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. (693.03.a)		2.LA.6.3.3 A Participate in differentiating between real and imaginary in media presentations.

Standard:

Extended Standard:

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