Grade 2

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Subject	Grade	Strand	Standard	Benchmark

Grade 2: Reading Process

Phonics/Word Analysis	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.
	The student will:
LA.2.1.4.1	- use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);
LA.2.1.4.2	- apply knowledge of spelling patterns to identify syllables;
LA.2.1.4.3	- decode phonetically regular one-syllable and multi-syllable words in isolation and in context;
LA.2.1.4.4	- identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);
LA.2.1.4.5	- recognize high frequency words;
LA.2.1.4.6	- recognize common abbreviations;
LA.2.1.4.7	- recognize and correctly use regular and irregular plurals; and
LA.2.1.4.8	- use self-correction when subsequent reading indicates an earlier misreading.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will
- apply phonics by recognizing that letter and letter patterns represent sounds of spoken language and by understanding the one to one correspondence between letters and sounds. - use spelling strategies - identify syllables - decode phonetically regular one-syllable and multi-syllable words in isolation and in context; - recognize high frequency words - recognize common abbreviations - recognize and name capital and lower case letters - recognizes the difference between letters and words - identifies initial and final sounds in a word - blends sounds to form words - segments a word into sounds	- apply phonics by recognizing that letters and letter patterns represent sounds of spoken language by attempting to read words or phrases from a basic text and matching words to objects (such as names, vocabulary, etc:) - use spelling strategies - identify syllables - decode phonetically regular one-syllable and multi-syllable words in isolation and in context; - recognize high frequency words - recognize common abbreviations - recognize and correctly use regular and irregular plurals - use self-correction when subsequent reading indicates an earlier misreading - recognizes that sentences are composed of separate words - identifies sentences	- Apply phonics by recognizing that letters and letter patterns represent sounds of spoken language and demonstrates this ability by recognizing and recalling the one to one correspondence between letters and sounds, and decoding simple words (both familiar and unfamiliar words.) - use spelling strategies - identify syllables - decode phonetically regular one-syllable and multi-syllable words in isolation and in context; - recognize high frequency words - recognize common abbreviations - recognize and correctly use regular and irregular plurals - use self-correction when subsequent reading indicates an earlier misreading

Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
	The student will:
LA.2.1.5.1	- apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
LA.2.1.5.2	- identify high frequency phonetically irregular words in context; and
LA.2.1.5.3	- adjust reading rate based on purpose, text difficulty, form, and style.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- apply letter-sound knowledge to decode phonetically regular words in isolation and in context - identify basic high frequency phonetically irregular words in context	- apply letter-sound knowledge to decode phonetically regular words in context - identify high frequency phonetically irregular words in context - recognize that reading rate is adjusted based on purpose, text difficulty, form, and style	- apply letter-sound knowledge to decode phonetically regular words in isolation and in context - identify high frequency phonetically irregular words in context - recognize that reading rate is adjusted based on purpose, text difficulty, form, and style - adjust reading rate based on purpose, text difficulty, form, and style

Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:
LA.2.1.6.1	- use new vocabulary that is introduced and taught directly;
LA.2.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;
LA.2.1.6.3	- use context clues to determine meanings of unfamiliar words;
LA.2.1.6.4	- categorize key vocabulary and identify salient features;
LA.2.1.6.5	- relate new vocabulary to familiar words;
LA.2.1.6.6	- identify base (root) words and common prefixes to determine the meanings of prefixed words;
LA.2.1.6.7	- identify antonyms, synonyms, and homophones;
LA.2.1.6.8	- determine the correct meaning of words with multiple meanings (e.g., mine) in context; and
LA.2.1.6.9	- determine meanings of unfamiliar words by using a dictionary and digital tools.

Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

English Language Proficiency Standards		
Beginning: The student will: - participate in shared reading and discussing key vocabulary found in a richly illustrated, big book, chart, song, rhyme or poem. - use new vocabulary - categorize key vocabulary and identify salient features - relate new vocabulary to familiar words	*Intermediate:* The student will: - use new vocabulary that is introduced and taught directly, listening to and discussing both familiar and conceptual challenging text, describing common objects and events in both general and specific language and categorizing key vocabulary. - use context clues to determine meanings of unfamiliar words - categorize key vocabulary and identify salient features; - identify base (root) words and common prefixes to determine the meanings of prefixed words; - recognize antonyms, synonyms, and homophones - determine the correct meaning of words with multiple meanings (e.g., mine) in context - determine meanings of unfamiliar words by using a dictionary and digital tools	*Advanced:* The student will: - use new vocabulary that is introduced and taught directly; listening to and discussing both familiar and conceptually challenging text; describing common objects and events in both general and specific language, and categorizing key vocabulary, identifying its salient features, and relating new vocabulary to prior knowledge. - use new vocabulary that is introduced and taught directly - listen to, read, and discuss familiar and conceptually challenging text - use context clues to determine meanings of unfamiliar words - categorize key vocabulary and identify salient features; - identify base (root) words and common prefixes to determine the meanings of prefixed words; - recognize antonyms, synonyms, and homophones - determine the correct meaning of words with multiple meanings (e.g., mine) in context - determine meanings of unfamiliar words by using a dictionary and digital tools

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.

	The student will:
LA.2.1.7.1	- identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
LA.2.1.7.2	- determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;
LA.2.1.7.3	- summarize information in text, including but not limited to main idea, supporting details, and connections between texts;
LA.2.1.7.4	- identify cause-and-effect relationships in text;
LA.2.1.7.5	- identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;
LA.2.1.7.6	- identify themes or topics across a variety of fiction and nonfiction selections;
LA.2.1.7.7	- compare and contrast characters and settings in one text; and

Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.
LA.2.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

English Language Proficiency Standards		
Beginning: The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;	*Intermediate:* The student will: - identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; - recognize the author's purpose in text and asks questions (e.g., why, how) if meaning is unclear - retell information in text, using simple vocabulary and illustration, including but not limited to main idea, supporting details, and connections between texts	*Advanced:* The student will: - identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; - determines the author's purpose in text and asks simple questions (e.g., why, how) if meaning is unclear - summarize information in text, using simple vocabulary, including but not limited to main idea, supporting details, and connections between texts

Grade 2: Literary Analysis

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:
LA.2.2.1.1	- identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;
LA.2.2.1.2	- identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;
LA.2.2.1.3	- identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;
LA.2.2.1.4	- identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.2.2.1.5	- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.2.2.1.6	- write a book report identifying character(s), setting, and sequence of events;
LA.2.2.1.7	- identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and

Fiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
LA.2.2.1.8	- select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- recognize different literary forms - retell or illustrate a story using the elements of story structure - respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); - create an illustration that identifies characters, setting, and sequence of events - choose age- and ability-appropriate fiction materials to read	- identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different; - identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction - recognize ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood - respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); - write a paragraph or create an illustration that identifies characters, setting, and sequence of events - recognized different forms of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects - choose age- and ability-appropriate fiction materials to read	- identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different; - identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction - identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood - identify an author's theme by using details from the text - respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); - write a simple book report that identifies characters, setting, and sequence of events - recognized different forms of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects - choose age- and ability-appropriate fiction materials to read

Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
	The student will:
LA.2.2.2.1	- recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);
LA.2.2.2.2	- use explicitly stated information to answer a question;
LA.2.2.2.3	- distinguish among a variety of text (e.g., reference, practical/functional); and

Nonfiction	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
LA.2.2.2.4	- select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

English Language Proficiency Standards		
Beginning: The student will: - recognize the purpose of text features (e.g. simple table of contents, charts, graphs, diagrams, illustrations) - distinguish among a variety of text (e.g., reference, practical/functional); - choose age- and ability appropriate non-fiction materials to read	*Intermediate:* The student will: - recognize and identify the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations) - answer simple teacher directed questions about text - distinguish among a variety of text (e.g., reference, practical/functional); - choose age- and ability appropriate non-fiction materials to read	*Advanced:* The student will: - recognize and identify the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations) - use stated information to answer a question using simple vocabulary - distinguish among a variety of text (e.g., reference, practical/functional); - choose age- and ability appropriate non-fiction materials to read

Grade 2: Writing Process

Prewriting	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:
LA.2.3.1.1	- generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);
LA.2.3.1.2	- determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and
LA.2.3.1.3	- making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).

English Language Proficiency Standards		
Beginning: The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);	Intermediate: The student will pre-write by: - generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities); - recognizing the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece - making a simple plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).	Advanced: The student will pre-write by: - generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities); - determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece - making a simple plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate)

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.
	The student will draft writing by:	
LA.2.3.2.1	- maintaining focus on a single idea and developing supporting details; and	
LA.2.3.2.2	- organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.	

English Language Proficiency Standards		
Beginning: The student will draft writing by drawing a series of pictures labeled with simple words or phrases that describe a familiar experience and that focus on a single idea.	*Intermediate:* The student will draft writing by: - maintaining focus on a single idea and developing supporting details - organizing details into a logical sequence that has a beginning, middle and end	Advanced: The student will draft writing by: - maintaining focus on a single idea and developing supporting details - organizing details into a logical sequence that has a beginning, middle and end and an awareness of audience.

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.
	The student will revise by:	
LA.2.3.3.1	- evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;	
LA.2.3.3.2	- creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;	
LA.2.3.3.3	- creating interest by incorporating descriptive words and supporting details, such as sensory language; and	
LA.2.3.3.4	- evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.	

English Language Proficiency Standards		
Beginning: The student will revise the draft by: - adding details and/or labels to pictures and sketches. - evaluating the writing piece with the assistance of teacher, peer, checklist, or rubric.	*Intermediate:* The student will revise the draft by: - evaluate the draft for logical thinking and sequence - creating clarity by combining related simple sentences - incorporating descriptive words and supporting details, - evaluating the writing piece with the assistance of teacher, peer, checklist, or rubric.	Advanced: The student will revise the draft by: - evaluating the draft for logical thinking and point of view (first or third person) appropriate for the purpose and audience - creating clarity by combining related simple sentences - sequencing new ideas into paragraphs; - incorporating descriptive words and supporting details, - evaluating the writing piece, with the assistance of teacher, peer, checklist, or rubric.

Editing for Language Conventions	Standard: The student will edit and correct the draft for standard language conventions.
	The student will edit for correct use of:
LA.2.3.4.1	- conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;
LA.2.3.4.2	- capitalization, including initial word in a sentence, the pronoun "I," and proper names;
LA.2.3.4.3	- commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;
LA.2.3.4.4	- nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mines, his/her, hers);
LA.2.3.4.5	- subject/verb and noun/pronoun agreement in simple and compound sentences;
LA.2.3.4.6	- end punctuation for compound sentences, statements, questions, and exclamations.

English Language Proficiency Standards

Beginning: The student will correctly use:	Intermediate: The student will correctly use:	Advanced: The student will correctly use:
- spelling strategies for high frequency words - simple capitalization, including initial word and pronoun I - end punctuation and recognize its impact on meaning	- spelling strategies for high frequency words and common spelling patterns to spell unfamiliar words - capitalization, including initial word in a sentence, the pronoun "I," and proper names - commas in dates, items in a series, greetings and closings of letters, colons to punctuate time, and apostrophes to correctly punctuate contractions; - some nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mines, his/her, hers); - end punctuation for simple sentences, statements, questions, and exclamations.	- spelling strategies for high frequency words and common spelling patterns - capitalization, including initial word in a sentence, the pronoun "I," and proper names - commas in dates, items in a series, greetings and closings of letters, colons to punctuate time, and apostrophes to correctly punctuate contractions - many nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., , his/her, hers); - subject/verb and noun/pronoun agreement in simple - end punctuation for simple sentences, statements, questions, and exclamations.

Publishing	Standard: The student will write a final product for the intended audience.
LA.2.3.5.1	The student will produce, illustrate, and share a variety of compositions.

English Language Proficiency Standards

Beginning: The student will produce, illustrate, and share a variety of compositions	Intermediate: The student will produce, illustrate, and share a variety of compositions	Advanced: The student will produce, illustrate, and share a variety of compositions

Grade 2: Writing Applications

Creative	Standard: The student develops and demonstrates creative writing.

	The student will:
LA.2.4.1.1	- write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and
LA.2.4.1.2	- compose simple stories, poems, riddles, rhymes, or song lyrics.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- create a story by drawing characters and events with accompanying text, - illustrate a story, song or poem	- create a story by drawing characters and events with accompanying text - illustrate or compose a story, song, or poem	- create a narrative by writing or drawing characters and events in sequential order, including the main idea - illustrate or compose a story, song, or poem

Informative	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.

	The student will:
LA.2.4.2.1	- write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);
LA.2.4.2.2	- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;
LA.2.4.2.3	- write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;
LA.2.4.2.4	- write communications, including friendly letters and thank-you notes; and
LA.2.4.2.5	- write simple directions to familiar locations using "left and right," and create a map that matches the directions.

English Language Proficiency Standards

Beginning: The student will:	Intermediate: The student will:	Advanced: The student will:
- write a short letter, with teacher as scribe, to someone (parents, friend) on a topic - follow one-step directions on a basic map - take teacher guided notes on a topic - write or illustrate a topic sentence with one or two supporting details	- write a letter to someone on a topic provided by the teacher - find places on a map based on given directions - take notes from a book or reading passage - write a topic sentence with supporting details	- write a detailed letter or other correspondence to someone - create a map that matches given directions - take notes from a book, reading passage, or lecture - write a topic sentence and several supporting details

Persuasive	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.
LA.2.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.

English Language Proficiency Standards		
Beginning: The student will draw and label a favorite pet, food, or person	*Intermediate:* The student will: - draw and label a favorite pet, food, or person - include some identifying text that explains why it is the favorite	*Advanced:* The student will: - draw and label a favorite pet, food, or person - include descriptive text that identifies the favorite object and why it is the favorite

Grade 2: Communication

Penmanship	Standard: The student engages in the writing process and writes to communicate ideas and experiences.
LA.2.5.1.1	The student will demonstrate legible printing skills.

English Language Proficiency Standards		
Beginning: The student will: - copy letters and symbols of the alphabet with assistance. - demonstrate legible printing skills.	*Intermediate:* The student will: - use letters to make words and sentences - demonstrate legible printing skills.	*Advanced:* The student will: - use sentences to communicate ideas - uses words to make sentences and paragraphs - demonstrate legible printing skills.

Listening and Speaking	Standard: The student effectively applies listening and speaking strategies.
	The student will:
LA.2.5.2.1	- interpret information presented and seek clarification when needed;
LA.2.5.2.2	- begin to use language appropriate for different occasions, audiences, and topics;
LA.2.5.2.3	- use increasingly complex language patterns and sentence structure when communicating; and
LA.2.5.2.4	- listen politely to oral presentations by classmates.

English Language Proficiency Standards		
Beginning: The student will: - ask questions in an effort to seek clarification on information presented - recognize that oral language varies depending upon different occasions ,audiences, and topics - listen politely to oral presentations by classmates	*Intermediate:* The student will: - ask questions in an effort to seek clarification on information presented - begin to use language appropriately for different occasions, audiences, and topics - use i more complex language patterns and sentence structure when communicating; - listen politely to oral presentations by classmates	*Advanced:* The student will: - demonstrate understanding of information presented and seek clarification when needed - begin to use language appropriately for different occasions, audiences, and topics - use increasingly complex language patterns and sentence structure when communicating; - listen politely to oral presentations by classmates

Grade 2: Information and Media Literacy

Informational Text	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.
LA.2.6.1.1	The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.

English Language Proficiency Standards		
Beginning: The student will read simple informational text (e.g., graphs, charts, signs, captions) to follow one-step instructions	*Intermediate:* The student will use: - read basic informational text (e.g., directions, graphs, charts, signs, captions) to follow simple multi-step instructions, - ask relevant questions - learn and perform tasks, and sequentially carry out the steps of a procedure.	*Advanced:* The student will: - read basic informational text (e.g., directions, graphs, charts, signs, captions) to follow simple multi-step instructions - answer literal questions - learn and perform tasks, and sequentially carry out the steps of a procedure.

Research Process	Standard: The student uses a systematic process for the collection, processing, and presentation of information.
	The student will:
LA.2.6.2.1	- generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);
LA.2.6.2.2	- select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;
LA.2.6.2.3	- analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and
LA.2.6.2.4	- record the authors and titles of works.

English Language Proficiency Standards		
Beginning: The student will: - generate research questions by brainstorming, identify key words, and group related ideas - identify the authors and titles of works used in the research process	*Intermediate:* The student will: - generate research questions by brainstorming, identify key words, group related ideas, and choose among teacher guided selection of appropriate resources (e.g., atlases, non-fiction books, dictionaries, digital references); - use a variety of appropriate reference materials to gather information and locate information using alphabetical order - write appropriate facts and communicate information in a simple report that includes, a title, a main idea, and supporting details; - record the authors and titles of works.	*Advanced:* The student will: - generate research questions by brainstorming, identify key words, group related ideas, and choose among teacher guided selection of appropriate resources (e.g., atlases, non-fiction books, dictionaries, digital references); - select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order - analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main idea, and supporting details; - record the authors and titles of works.

Media Literacy	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:
LA.2.6.3.1	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and
LA.2.6.3.2	- identify types of mass communication (e.g., film, newspapers, radio, digital technology).

English Language Proficiency Standards		
Beginning: The student will:	*Intermediate:* The student will:	*Advanced:* The student will:
- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); - identify types of mass communication (e.g., film, newspapers, radio, digital technology).	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); - identify, compare and contrast types of mass communication (e.g., film, newspapers, radio, digital technology).	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); - identify, evaluate types of mass communication (e.g., film, newspapers, radio, digital technology).

Technology	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:
LA.2.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and
LA.2.6.4.2	- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.

English Language Proficiency Standards		
Beginning: The student will:	*Intermediate:* The student will:	*Advanced:* The student will:
- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); - use digital resources (e.g., writing tools, digital cameras, drawing tools) to arrange and publish thoughts, ideas, and stories.	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); - use digital resources (e.g., writing tools, digital cameras, drawing tools) to arrange, publish and thoughts, ideas, and stories.	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); - use digital resources (e.g., writing tools, digital cameras, drawing tools) to create, collect and manage thoughts, ideas, and stories.