

## Language Arts Grade 2

### Standard I: General Reading Processes

**Goal A:** Decoding - During reading, the student will apply knowledge of letter/sound relationships (phonics), word structure (syntax), context clues (meaning), and sight words to decode unfamiliar words.

- 1A. Early 3 Phonics Objectives – The student will be able to use a variety of phonics skills to read unknown words in grade-level text, specifically:
  - a. Long vowel sounds (formed by y as a vowel as in *by*, *penny*, *myself*; and vowels in open syllables as in *able*, *even*, *idea*, *open*, *paper*, and *potato*).
  - b. R-controlled vowel sounds.
  - c. Digraphs such as ch, ph, sh, th, and wh.
  - d. Variant consonant sounds such as /k/ spelled c (e.g., can), /s/ spelled c (e.g., cent), /f/ spelled ph (e.g., phone), /j/ spelled g (e.g., gently), /n/ spelled kn (e.g., know), /kw/ spelled q (e.g., quick), /z/ spelled s (e.g., is), /r/ spelled wr (e.g., write), /ks/ spelled x (e.g., fix), and a silent consonant gh (e.g., might).
  - e. One-syllable words that follow the CVC, CVCE, and CVVC patterns.
- 1B. Fluent Phonics Objectives – The student will be able to use a variety of phonics skills to read unknown words in grade-level text, specifically:
  - a. Vowel diphthongs such as aw, au, ew, oi, oy, oo as in *look* or *too*, ou as in *out*, ow as in *owl*.
  - b. Variant vowel sounds such as broad /o/ spelled al (e.g., all, also, talk), broad /o/ sound spelled o (e.g., off, on), broad /o/ spelled au (e.g., because, author), broad /o/ spelled aw (e.g., paw, awful), /air/ spelled ar (e.g., area, very), /ar/ spelled ar (e.g., are, farm), short /oo/ spelled oo (e.g., look), long /oo/ spelled oo (e.g., soon), long /oo/ spelled oo (e.g., soon), and long /oo/ spelled u (e.g., June, ruin).
  - c. The schwa sound in unstressed syllables such as *about*, *mother*, and *arithmetic*.
2. Word Structure Objective – The student will be able to use knowledge of word structure to sound out common word parts and break words into familiar parts through attention to compound words, contractions, root words (e.g., smile) and their inflectional endings (e.g., smiles, smiling, smiled), and derivational prefixes and suffixes (e.g., re-, un-, -ness).
3. Context Clues Objective – The student will be able to use word meanings and word order in sentences to read unknown words and confirm decoding efforts.

4. Sight Words Objectives – The student will be able to:
  - a. Early 3: Recognize at least 200 high-frequency and common irregular sight words automatically.
  - b. Fluent: Recognize most words in level-appropriate text.
  - c. Increase sight word vocabulary.

**Goal B: Fluency** - The student will read orally from grade-level text with accuracy and expression at a rate that sounds like speech.

1. Reading Rate Objectives – The student will be able to:
  - a. Read familiar text at a rate that is conversational and consistent.
  - b. Read independent level text (95% success) at a minimum rate of 90 words read correctly per minute.
  - c. Read instructional level text (90% success) at a rate of 85-120 words read correctly per minute.
  - d. Adjust reading rate to accommodate purpose, style, and difficulty of text.
2. Accuracy Objectives – The student will be able to:
  - a. Reread and self-correct while reading.
  - b. Decode words automatically.
  - c. Use context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction.
3. Expression Objectives – The student will be able to:
  - a. Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text.
  - b. Use end punctuation, commas, and quotation marks to guide expression.
  - c. Use intonation (i.e., emphasis on certain words) to convey meaning.
  - d. Read with prosody (i.e., adjusting pitch [rise and fall of spoken voice], loudness, tempo, and rhythm appropriately to convey meaning).

**Goal C: Vocabulary** - The student will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

1. Exposure to Text Objectives – The student will be able to increase vocabulary through exposure to a variety of texts, specifically:
  - a. Acquire new vocabulary through listening to and reading a variety of literary and informational texts daily.
  - b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
  - c. Monitor text for unknown words using sentence and word context to find meaning.
  - d. Collect 8-12 new words for deeper study each week, across content areas.

2. Acquire New Concepts Objectives – The student will be able to develop a conceptual understanding of new words and phrases, specifically:
  - a. Classify and categorize words into sets and groups such as animals, adult/baby.
  - b. Distinguish between the explicit and implied meanings of words.
  - c. Identify common antonyms, synonyms, and homophones to increase vocabulary skills.
  - d. Identify and correctly use new words acquired through study of their relationship to other words.
  
3. Acquire New Vocabulary Objectives – The student will be able to understand and use new vocabulary, specifically:
  - a. Make associations between known and unknown words.
  - b. Make inferences about the meaning of a word based on its use in a sentence.
  - c. Identify simple multiple meaning words.
  - d. Determine the meanings of unknown words by rereading, using context clues, reading on, and using text features.
  - e. Use unfamiliar words introduced in literary and informational text.
  - f. Use word structure to determine meaning of unknown words (e.g., root words, prefixes, suffixes, contractions, compound words).
  - g. Use resources including dictionaries, glossaries, thesauruses, charts, posters, and diagrams to determine meaning of unknown words, as appropriate.

**Goal D: General Reading Comprehension** - The student will demonstrate a positive attitude toward reading and develop a variety of behaviors to understand what is read including self-correcting errors, comprehension strategies, before-, during-, and after-reading strategies and reader response.

1. Positive Reading Attitude Objectives – The student will be able to develop a positive attitude and confidence in reading through exposure to a variety of texts, specifically:
  - a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective including areas such as race, gender, disability, religion, and socio-economic background.
  - b. Self-select appropriate text for a variety of purposes.
  - c. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres.
  - d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations.
  - e. Define personal goals to refine reading performance.
  
2. Self-Correcting Objectives – The student will be able to attempt to self-correct a miscue by applying a variety of risk-taking behaviors such as:
  - a. Looking at illustrations (visual cue).
  - b. Predicting a word, reading on, and returning to confirm that it makes sense (meaning cue).
  - c. Looking at the letters and predicting a word (visual cue).
  - d. Predicting a word, reading on, checking to hear if it sounds right (structure cue).
  - e. Looking for little words inside the unknown word (visual cue).

- f. Going back to where the word was seen before (visual cue).
  - g. Attending to more than one cueing system (cross-checking).
  - h. Rereading the sentence to predict/confirm meaning.
3. Comprehension Strategies Objective – The student will be able to demonstrate the ability to interact with text to gain meaning by activating prior knowledge, predicting, clarifying, determining main ideas/themes, questioning, creating visual images, drawing inferences, and summarizing.
4. Before Reading Objectives - The student will be able to use strategies to prepare for reading, specifically:
- a. Choose appropriate materials based on purpose.
  - b. Identify the type of text (i.e., fiction or nonfiction).
  - c. Set a purpose for reading.
  - d. Preview the text by examining the title, cover, and pictures.
  - e. Make connections to the text using prior knowledge and experience.
  - f. Make predictions and ask questions about the text.
5. During Reading Objectives – The student will be able to use strategies to make meaning while reading and to self-monitor comprehension, specifically:
- a. Identify and question what does not make sense (self-monitor).
  - b. Clarify understanding of words and concepts.
  - c. Reread difficult parts slowly and carefully.
  - d. Use own words to restate difficult parts.
  - e. Use text features to facilitate understanding of text.
  - f. Make, confirm, or adjust predictions.
  - g. Make inferences based on information in the text.
  - h. Ask questions about the text.
  - i. Periodically summarize while reading.
  - j. Visualize what was read.
6. After Reading Strategies – The student will be able to use strategies to deepen comprehension of the text, specifically:
- a. Review/restate and explain what the text is mainly about.
  - b. Identify and explain what is directly stated in the text (i.e., details, literal meaning).
  - c. Identify and explain what is not directly stated in the text (i.e., implied or inferential meaning).
  - d. Draw conclusions based on stated or implied information in the text and previous knowledge or experience.
  - e. Summarize the text or a portion of the text orally.
  - f. Explain personal connections to the topics, characters, events, and actions in texts.
  - g. Connect the text to prior knowledge or personal experience.
  - h. Confirm, refute, or make predictions to form new ideas.

7. Reader Response Objectives – The student will be able to demonstrate comprehension of the text, orally and in writing, specifically:
  - a. Engage in conversation to better understand what has been read, before responding in writing.
  - b. Respond to text, in writing, in a variety of ways (e.g., journal entries, graphic organizers, constructed responses).
  - c. Answer basic comprehension questions (e.g., what if, why, how) in writing.
  - d. Contribute to a group-generated, oral response to a higher-order-thinking (HOT) question.
  - e. Generate a written response to a HOT question with teacher scaffolding by:
    - Correctly answering all parts of the question
    - Including sufficient, relevant text-based/text-referential support in order to *demonstrate comprehension* of what was read
    - Connecting relevant, brain-based ideas (e.g., an interpretation, clarification, explanation, substantiated opinion, connection within or across texts, synthesis) in order to *demonstrate understanding* of what was read.

## **Standard II: Informational Reading Processes**

**Goal A:** Variety of Text Read - The student will read a variety of self-selected and assigned informational texts including nonfiction materials, functional documents, and materials related to personal interest.

1. Nonfiction Materials Objective – The student will be able to read a variety of nonfiction materials including content related trade books, grade-appropriate reference materials, newspapers, magazines, articles, questionnaires/interviews, and multimedia resources.
2. Functional Documents Objective – The student will be able to read and use functional documents including sets of directions, science experiments, posters, flyers, forms, menus, maps, rules, invitations, recipes, and advertisements.
3. Personal Interest Objective – The student will be able to select and read personal interest materials such as brochures, books, magazines, and web sites.

**Goal B:** Text Features/Organizational Structures – The student will identify and use various text features and organizational structures to facilitate understanding of informational texts.

1. Print Features Objective – The student will be able to identify and use print features to facilitate understanding of informational text including large bold print, font size/type, colored print, italics, and underlining.
2. Graphic Aids Objective – The student will be able to use graphic aids to facilitate understanding of informational text including pictures, maps, graphs, charts, tables, and diagrams.

3. Informational Aids Objective – The student will be able to use informational aids to facilitate understanding of informational text including materials lists, timelines, captions, glossed words, and labels.
4. Organizational Aids Objective – The student will be able to use organizational aids to facilitate understanding of informational text including text titles, chapter titles, subtitles; headings; tables of contents; numbered steps; glossaries; and transition words.
5. Organizational Structure Objective - The student will be able to recognize methods for organizing informational text and words that signal their use including sequential and chronological order, cause/effect relationships, description, main idea and supporting details, and similarities and differences.

**Goal C: Comprehension of Informational Text** – The student will recognize important ideas and the use of specialized language and attend to how information is presented in informational text.

1. Important Information in Text Objectives – The student will be able to determine important ideas and messages in informational text, specifically:
  - a. Identify and explain the author’s/text’s purpose.
  - b. Identify main ideas/messages.
  - c. Identify information that is not related to the main idea.
  - d. Summarize the text or a portion of the text by identifying the main ideas and supporting details.
  - e. Draw conclusions, inferences, and generalizations from the text to form new understanding.
  - f. Distinguish between fact and opinion.
  - g. Identify how someone might use the text.
  - h. Identify prior knowledge that clarifies the main idea of the text.
2. Use of Language Objectives – The student will be able to identify and explain the author’s use of language, including:
  - a. Words and phrases with a specific effect on meaning (e.g., content vocabulary).
  - b. Specific words and punctuation that create tone.
  - c. The effect of repetition of words or phrases for emphasis of ideas or information.
3. Critical Evaluation Objectives – The student will be able to read critically to evaluate informational text, specifically:
  - a. State whether the text fulfills the reading purpose.
  - b. Explain what the author could have done to make the text easier to understand.
  - c. Explain whether the author’s ideas are clear.
  - d. Identify connections between illustrations and text.
  - e. Compare and contrast information in different texts.
  - f. Identify words that affect the reader’s feelings.

**Goal D:** Information Literacy – The student will follow a systematic approach to information problem-solving using the Super3 process.

1. Planning Objectives – The student will be able to demonstrate the ability to plan, specifically:
  - a. Identify the task.
  - b. Identify the criteria for the finished product.
  - c. Identify the information needed to solve the problem or complete the task.
2. Performance (Doing) Objectives – The student will be able to demonstrate their ability to complete the task or solve the problem, specifically:
  - a. Identify materials that will be useful in solving the problem/completing the task.
  - b. Determine the most appropriate sources to solve the problem/complete the task.
  - c. Extract and organize relevant information.
  - d. Present the information in the appropriate format.
3. Reviewing Objectives – The student will demonstrate the ability to evaluate the quality of the product and the effectiveness of the process, specifically:
  - a. Assess the product for completeness, strengths and weaknesses.
  - b. Determine the effectiveness of the process used to solve the problem.

### **Standard III: Literary Reading Processes**

**Goal A:** Text Features/Elements - The student will recognize and evaluate text features and elements of various literary genres.

1. Text Features Objectives – The student will be able to use text features to facilitate understanding of literary texts, specifically:
  - a. Identify and explain how the title contributes to meaning.
  - b. Identify and explain how graphic aids such as illustrations, punctuation, and print features (e.g., bold print, colored print, italics), contribute to meaning.
2. Narration Objectives – The student will be able to use elements of narrative texts to facilitate understanding, specifically:
  - a. Discuss characteristics of different types of narrative text including realistic fiction, fairy tales, fables, and historical fiction.
  - b. Identify and explain the elements of a story including characters, setting, problem, sequence of events, and solution to the problem.
  - c. Identify the setting and explain its importance in the story.
  - d. Compare the setting to one's own environment.
  - e. Identify characters' actions, motives, emotions, traits, and feelings.
  - f. Identify and explain relationships between and among characters, setting, and events.

3. Poetry Objectives – The student will be able to use elements of poetry to facilitate understanding, specifically:
  - a. Discuss the structure, shape, and form of a variety of poetic texts including their lines and stanzas.
  - b. Analyze the meaning of words, lines, and stanzas.
  - c. Identify and use sound elements of poetry such as rhyme/no rhyme and rhythm.
  - d. Summarize the events or the meaning of the poem.
4. Drama Objective – The student will be able to discuss the structure of a play including characters, dialogue, and scenery in order to facilitate understanding.

**Goal B:** Comprehension of Literary Text – The student will recognize important ideas and the use of specialized language in literary text.

1. Important Ideas in Text Objectives – The student will be able to determine important ideas and messages in literary texts, specifically:
  - a. Recognize the main idea and/or message of the text.
  - b. Recognize a similar message in more than one text.
  - c. Retell the text or part of the text.
  - d. Summarize the text by sequencing events across the text including the characters, problem, and solution to the problem.
  - e. Identify personal connections to the text.
  - f. Compare and contrast different versions of the same stories reflecting different cultures (e.g., the way people live, view themselves, and view others).
  - g. Describe character changes and steps characters take to solve a problem, when applicable.
  - h. Explain the connections between illustrations and text.
  - i. Compare characters in the text with other characters or real people, including self.
2. Use of Language Objectives – The student will be able to identify and describe the author’s use of language, specifically:
  - a. How the use of dialogue contributes to a story.
  - b. Specific words and phrases that contribute to the meaning of a text.
  - c. Specific words and punctuation that create tone.
  - d. Language that appeals to the senses and feelings.
  - e. Repetition and exaggeration.

## Standard IV: Writing

**Note: The 6+1 Traits of Writing have been noted within the objectives that particular traits support. Key for traits: (I) Ideas, (O) Organization, (V) Voice, (WC) Word Choice, (SF) Sentence fluency, (C) Conventions, (P) Presentation**

**Goal A:** Composition - The student will compose in a variety of modes employing specific forms.

1. Write to Express Personal Ideas Objectives - The student will be able to compose oral, written, and visual presentations that express personal ideas by selecting a form (e.g., journal entry, paragraph, narrative, poem, play, letter, report) and its appropriate elements (e.g., plot, dialogue, rhyme scheme, vivid language), specifically:
  - a. Contribute to a shared writing experience or topic of interest. (I)
  - b. Generate sufficient personal ideas and experiences to adequately develop the message. (I)
  - c. Construct a message into a paragraph(s) that maintains a consistent focus with a narrative sequence (e.g., beginning, middle, and end). (I, O)
  - d. Present a message that is clear and guides the audience's understanding of key ideas. (I, O)
  - e. Use sensory details to expand ideas. (V, WC)
  
2. Write to Inform Objectives - The student will be able to compose oral, written, and visual presentations that inform by using major points and examples to support a main idea, specifically:
  - a. Identify and use sufficient information, including factual details and/or scientific observations, to adequately develop the topic using traditional and/or electronic retrieval sources. (I)
  - b. Use teacher directed note taking and/or other organizational strategies to record and organize information. (O)
  - c. Group related facts into a paragraph(s) that maintains a consistent focus and moves through a logical sequence with a topic sentence and supporting sentences. (O)
  - d. Write a friendly informational letter, or other appropriate form, that addresses the knowledge and interests of the recipient. (I, V)
  - e. Use content-related vocabulary and language to clarify the message for the intended audience. (WC, V)
  
3. Write to Persuade Objectives – The student will be able to compose oral, written and visual presentations that inform by using major points and examples to support a main idea, specifically:
  - a. Generate sufficient arguments (persuasive points), including factual information and observations, to adequately develop the topic or message. (I)
  - b. Organize a composition that establishes a position, supports the position with organized and relevant reasons and evidence, includes a conclusion that restates the position and/or may ask the audience to take action, and maintains a consistent focus. (I, O)

- c. Write a friendly persuasive letter, or other appropriate form, that addresses the knowledge and interests of the recipient. (I, V)
- d. Use content-related vocabulary and language to clarify the message for the intended audience. (WC)

**Goal B: Writing Process** - The student will develop content by applying the appropriate steps of the writing process and recognizing its recursive nature.

1. Prewriting/Drafting Objectives - The student will be able to compose texts using pre-writing and drafting strategies of effective writers and speakers, specifically:
  - a. Set a purpose, identify the audience, and choose an appropriate form. (I, O)
  - b. Generate ideas and topics and make a plan for writing based on discussion of common experiences. (I)
  - c. Identify sources of information on a topic such as trade books and news magazines. (O)
  - d. Use graphic organizers such as webs and story maps to organize ideas and information. (O)
  - e. Write a first draft with a main idea and supporting details. (I, O)
  - f. Organize related ideas into a simple paragraph. (O)
  
2. Revising/Editing/Publishing Objectives - The student will be able to compose texts using the revising and editing strategies of effective writers and speakers for clarity, completeness of thoughts, and effectiveness (e.g., focus, and logical sequence), specifically:
  - a. Maintain the topic. (I)
  - b. Delete unrelated ideas. (I)
  - c. Add ideas. (I)
  - d. Revise for word choice. (WC)
  - e. Describe more precisely by adding single word modifiers. (WC)
  - f. Use suitable traditional and electronic resources to edit final copies for correctness in language usage and conventions such as capitalization, punctuation, and spelling. (C)
  - g. Prepare writing for publication. (P)
  - h. Explain how textual changes clarify meaning or fulfill a purpose. (P)

**Goal C: Language Choices** - The student will identify how language choices in writing and speaking affect thoughts and feelings.

1. Language Choice Objectives - The student will be able to assess the effectiveness of choice of details, word choice, and use of figurative language when composing, specifically:
  - a. Use colorful language to convey thoughts and feelings in formal and informal writing. (WC, V)
  - b. Use sensory words and other details to expand and improve writing. (WC, V)
  - c. Examine and use basic transitions such as *and*, *but*, *or*, *first*, *second*, and *last*. (WC)

## **Standard V: Conventions of Standard English**

**Goal A:** Conventions - The student will control language by applying the conventions of Standard English in speaking and writing.

1. Grammar/Usage Objectives - The student will be able to comprehend and apply Standard English usage in oral and written language, specifically:
  - a. Recognize examples of conventional usage in personal and academic reading. (WC, C)
  - b. Recognize and use various parts of speech such as nouns, pronouns, verbs, and adjectives. (WC)
  - c. Recognize and use verb forms such as helping verbs. (WC)
  - d. Recognize and use verb tenses such as present, past, and future. (SF, C)
  - e. Recognize and use correct subject/verb agreement and noun/pronoun agreement. (SF, C)
  - f. Recognize and use consistent and appropriate verb tenses such as past, present, and future. (SF, C)
  - g. Compose declarative, interrogative, imperative, and exclamatory sentences. (SF)
2. Punctuation Objectives - The student will be able to apply Standard English punctuation in written language and explain how it makes and clarifies meaning in academic and personal reading and writing, specifically:
  - a. Use periods and other end punctuation, including exclamation points, at the end of exclamatory and imperative sentences. (C)
  - b. Use commas correctly in dates, addresses, between city and state, greetings (salutations) and closings in friendly letters, and items in a series. (C)
  - c. Use apostrophes in contractions. (C)
  - d. Use periods with abbreviations for titles of respect (e.g., Mrs., Dr., Mr.). (C)
3. Capitalization Objectives - The student will be able to apply Standard English capitalization in written language and explain how it makes and clarifies meaning in academic and personal reading and writing, specifically:
  - a. Capitalize the beginning of a sentence. (C)
  - b. Capitalize proper nouns. (C)
  - c. Capitalize the month of the year, pet names, school names, holidays, and street names. (C)
  - d. Capitalize the greeting (salutation) and closing of a friendly letter. (C)
  - e. Capitalize titles of respect, honor, or rank (e.g., Mrs., Dr., Captain, Uncle). (C)
4. Spelling Objectives - The student will be able to recognize conventional spelling in and through personal and academic reading and apply conventional spelling in written language specifically:
  - a. Spell non-phonetic high frequency words. (C)
  - b. Spell phonetically regular high frequency words. (C)

- c. Spell grade-level appropriate pattern words, including (**All bullets are C**):
- One-syllable, short vowel families with final blends/digraphs such as:  
-ack, -amp, -and, -ang, -ank, -ash  
-end, -ent, -est  
-ick, -ing, -ink, -int  
-ock  
-uck, -ump, -unk, -ush
  - One-syllable words with long vowel sounds such as:  
-a-consonant -e, ai, -ay  
-e-consonant-e, ee, ea  
-i-consonant-e, -ind as in *kind*, -igh as in *might*, -y as in *my*  
-o-consonant-e, oa, ow as in *know*, -o as in *go*  
-u-consonant-e, ue as in *blue*, -ew as in *new*
  - One-syllable words with the /k/ in the final position spelled -k and -ck
  - One-syllable words beginning and ending with digraphs ch, sh, and th
  - One-syllable words with -ed endings added, no change in spelling (e.g., looked, played, needed)
  - One-syllable words made plural by adding -s or -es (e.g., boats, wishes, inches)
  - One-syllable words ending in -ll and -ss
  - Words with the sound of /au/ spelled o as in *song*, ou as in *bought*, aw as in *draw*, au as in *because*, and al as in *talk*
  - One-syllable words ending in silent-e and those ending with one vowel and one consonant to which -ing has been added (e.g., hope, hoping; hop, hopped)
  - One-syllable words ending in silent-e and those ending with one vowel and one consonant to which -ed has been added (e.g., hope, hoped; hop, hopped)
  - One-syllable words with r-controlled sounds (e.g., farm, there, first, sort, turn)
  - Homophones, using content clues (e.g., hear, here).
- d. Spell two-syllable words that follow regular spelling patterns, including compound words. (C)
- e. Spell words with simple prefixes and suffixes. (C)
- f. Represent all sounds in a word when attempting unknown words. (C)
- g. Apply a variety of spelling strategies to spell unknown words (e.g., spelling by analogy and writing it several ways). (C)
- h. Access resources to spell unknown words such as a word wall, content word chart, dictionary, technology. (C)
5. Handwriting Objective - The student will be able to demonstrate the ability to write effectively by maintaining skill with manuscript (e.g., using correct letter formation, alignment, proportion, and spacing). (P)

## **Standard VI: Listening**

**Goal A:** Listening - The student will demonstrate effective listening to learn, process, and analyze information.

1. Listening Objectives - The student will be able to comprehend and analyze what is heard, specifically:
  - a. Attend to the speaker and respond appropriately to clarify and understand.
  - b. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain.
  - c. Identify rhythms and patterns in language including alliteration, onomatopoeia, rhyme, and repetition.
  - d. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing.
  - e. Follow a set of multi-step directions.
  - f. Listen carefully to expand and enrich vocabulary.
  - g. Make judgments based on information from the speaker.

## **Standard VII: Speaking**

**Goal A:** The student will communicate effectively in a variety of situations with different audiences, purposes, and formats.

1. Speaking Objectives - The student will use organization and delivery strategies, specifically:
  - a. Speak clearly enough to be heard and understood in a variety of settings.
  - b. Use verbal and nonverbal techniques useful in communication, such as volume control and/or gestures.
  - c. Express complete thoughts when the situation calls for it.
  - d. Question others to clarify meaning and acquire information.
  - e. Voluntarily express relevant thoughts and ideas in both small and large groups.
  - f. Exhibit appropriate speaking behaviors such as being polite, taking turns, and listening to others.
  - g. Plan and deliver effective oral presentations.
  - h. Speak in a variety of situations to inform, persuade, and/or relate experiences.