

Communication Arts:

Grade Level: 2		
Content Standards		
Standard: Communication Arts Content Standard 1 Speaking and Listening —Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
1.1	<p>A. Differentiate between the speaker and the listener in a conversation between two people</p> <p>B. Identify and describe the interference in a specific conversation</p> <p>C. Identify the method to deliver the message as the medium/channel for communication</p>	Interference,
1.2	<p>A. Use appropriate speed and enunciation when speaking</p> <p>B. Understand that proper posture is important when delivering oral messages</p> <p>C. Understand that gestures can be used to enhance oral messages</p>	Posture, gestures
1.3	<p>A. Use eye contact and attentive behaviors as a listener; provide feedback through relevant questions and personal responses</p> <p>B. Be aware of the importance of posture to good listening</p> <p>C. Be aware of ways in which a listener can provide appropriate nonverbal feedback to a speaker</p> <p>D. Begin to use appropriate posture and nonverbal feedback when listening</p>	Attentive behaviors
1.4	<p>A. Select topics that tell a story or recount an</p>	Chronologically

	<p>experience</p> <p>B. Organize facts and details chronologically</p>	
1.5	<p>A. Adapt communication to audience – peers, older students and adults</p> <p>B. Adapt communication to setting – classmates, classroom, grade level</p> <p>C. Adapt communication to purpose – inform and discuss</p>	Discuss
1.6	<p>A. Follow agreed upon rules for discussion</p> <p>B. Build on conversation by linking comments, asking for clarification to deepen understanding</p>	Clarification
1.7	<p>A. Understand that certain traditional stories, including those of Montana American Indians, are appropriate for telling only during different times of the year or for different events</p> <p>B. Retell a story</p>	Appropriate
1.8	<p>A. Practice respectful speaking behaviors including choosing appropriate vocabulary and speed.</p> <p>B. Demonstrate respectful listening behaviors including asking appropriate questions</p>	Speed

Communication Arts Content Standard 2 Reading: Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

Benchmark	Essential Learning Expectations	Essential Vocabulary
2.1	<p>A. Decode words with common vowel digraphs (oi, oy, ew, ow, ou, au, augh, ough, aw)</p> <p>B. Decode words with “r” controlled vowels (ar, or, ur, ir, er)</p> <p>C. Decode words with base (root) prefixes, and suffixes</p> <p>D. Decode compound words</p> <p>E. Decode contractions and identify the two words from which they originate</p> <p>F. Decode silent letter blends (wr, gn, kn)</p> <p>G. Decode ph words</p>	<p>Vowel digraphs, “r” controlled vowels, suffix, prefix, base (root) word</p>
2.2	<p>A. Use content words correctly in sentences</p> <p>B. Use glossary to understand word meanings</p> <p>C. Recognize that words can have multiple meanings</p> <p>D. Identify and use synonyms</p> <p>E. Recognize how suffixes change the meaning of words (er, est, s, es, ing, ed)</p>	<p>Glossary, multiple meaning, suffixes</p>
2.3	<p>A. Read grade level sight words accurately</p> <p>B. Demonstrate increased accuracy, phrasing, and fluency in reading</p>	<p>Accuracy, fluency</p>
2.4	<p>A. Monitor comprehension and recognize when comprehension breaks down</p> <p>B. Use strategies of rereading, decoding, and identification</p>	

	of text features to self correct	
2.5	<p>A. Read texts (fiction, nonfiction, traditional literature including selections by and about Montana American Indians) and listen to read-alouds</p> <p>B. Use background knowledge to make teacher directed connections between self and text</p>	Fiction, nonfiction, self correct
2.6	<p>A. Make predictions using prior knowledge and text</p> <p>B. make predictions using information from the text</p>	Predict
2.7	<p>A. Practice creating a variety of questions using question words</p> <p>B. Generate questions based on the text and illustrations</p>	
2.8	<p>A. Identify and use ordinal number and time order words correctly (first, second, then, next, before)</p> <p>B. Sequence selected events from a text</p>	Ordinal number words, sequence, time order words
2.9	<p>A. State main idea of a story</p> <p>B. Identify relevant supporting details</p> <p>C. record relevant supporting details</p>	Main idea, supporting details
2.10	<p>A. Make connections between self and text</p> <p>B. Identify relevant context clues in the text</p> <p>C. Use context clues to make inferences</p>	Relevant

2.11	<p>A. Locate the table of contents B. Identify the individual elements (chapter, themes, story title, page number) C. Use diagrams, illustrations, and captions to enhance comprehension</p>	Themes, captions, diagram
2.12	<p>A. Identify the main problem of the story B. List and sequence the steps to the solution C. State the solution D. Identify the basic cause and effect relationship in a text E. Identify organizational structure (fiction, nonfiction, and traditional literature including selections by and about Montana American Indians)</p>	Solution, cause and effect
2.13	<p>A. Compare characters within a single story B. Compare settings within a single story C. Contrast characters within a single story D. Contrast settings within a single story E. Compare and contrast characters and settings across two texts</p>	Compare, contrast, setting
2.14	<p>A. Read and listen to a variety of culturally diverse texts including those by and about Montana American Indians B. Participate in teacher led discussions about how culture influences the author's use of language, purpose and point of view</p>	Similar, different, fluency
2.15	<p>A. Set goals for improving reading fluency and accuracy</p>	Accuracy

	B. Choose books appropriate to their reading level	
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Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
3.1	A. Identify main characters B. Identify supporting characters C. Identify multiple settings (where) D. Identify the main problem in a story E. Retell the main events in order	Supporting characters, setting
3.2	A. Create mental images to enhance the meaning of the story B. Identify descriptive words and how they contribute to the meaning of the story	Mental images
3.3	A. Identify the characteristics of fiction B. Identify the characteristics of non-fiction C. Identify the characteristics of a play D. Identify the characteristics of a free verse (non-rhyming) poem E. Identify the characteristics of a fairy tale F. Identify the characteristics of traditional literature G. Read and discuss traditional literature including that of Montana American Indians	Poems Free verse (non-rhyming) Fairy tales Folktales Montana American Indian stories
3.4	A. Distinguish if a story takes place in the present or past	Historical periods, culture

	(setting) B. Recognize that literature is written about different historical periods C. Recognize that literature is written about different cultures	
3.5	A. Identify events in a story and categorize those that are similar and different from your own	Similar, different
3.6	A. Explain how the readers' feelings change as the story evolves	

Communication Arts Media Literacy Content Standard 4— Students effectively evaluate and create media messages.

Benchmark	Essential Learning Expectations	Essential Vocabulary
4.1	A. Observe techniques (e.g., colors, illustrations, graphs, layouts, fonts, etc.) used in media messages that entertain B. Observe techniques (e.g., colors, illustrations, graphs, layouts, fonts, etc.) used in media messages that persuade C. Observe techniques (e.g., colors, illustrations, graphs, layouts, fonts, etc.) used in media messages that inform D. Discuss examples of techniques supporting specific message purposes (entertain, persuade, inform)	
4.2	A. Name creator(s) of multiple media message	
4.3	A. Locate examples of facts in various media messages B. Locate examples of fiction in various media messages	
4.4	A. Understand that there are laws that govern the use and	

creation of media messages

4.5	A. Recognize consequences to self when using and creating any media message	
4.6	A. Create media messages with a purpose and audience in mind	
4.7	A. Benchmark addressed in grade 3	

Communication Arts Content Standard 5 Writing — Students will write to communicate effectively for a variety of purposes and audiences.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
5.1	A. Plan written works using prewriting strategies B. Draft written works to create opinion/argument, informative/explanatory and narrative/creative texts C. Revise written works based on feedback D. Publish written works	
5.2	A. Generate ideas B. Select topic C. Identify range of possibilities within topic D. Narrow topic for writing	
5.3	A. Include facts, details and definitions to develop points. B. Elaborate on topics using descriptive words and phrases C. Uses linking words (such as because, and, also) to connect opinion to reason	
5.4	A. Organize multiple sentences on one topic showing a logical organizational structure B. Use temporal words to signal order of events C. Introduce a topic and provide a concluding statement	
5.5	A. Use a variety of descriptive	

	<p>words and phrases in writing</p> <p>B. Expand word choice through the intentional use of nouns, verbs, and adjectives</p> <p>C. Write using basic but complete sentences</p>	
5.6	<p>A. Practice manuscript handwriting with proper letter formation</p> <p>B. Transition to cursive letter formation</p> <p>C. Apply basic spelling patterns</p> <p>D. Use apostrophes to form contractions</p> <p>E. Use commas in greetings and closings of letters</p> <p>F. Use capital letters and correct ending punctuation in sentences</p> <p>G. Recognize and use nouns, verbs, pronouns and adjectives</p> <p>H. Write simple, complete sentences</p>	
5.7	<p>A. Write for a variety of purposes</p> <p>B. Recognize that writers compose for a particular audience</p> <p>C. Write in a variety of formats</p>	
5.8	<p>A. Recognize texts utilize a variety of forms/genres/mode</p> <p>B. Write opinion/argument, informative/explanatory and narrative/creative texts in a variety of forms</p>	
5.9	<p>A. Write multiple sentences focusing on a single idea</p>	
5.10	<p>A. Recognize the problem or task</p> <p>B. Identify a topic</p> <p>C. Discuss the steps needed to solve the problem or task</p> <p>D. Generate research questions</p> <p>E. Discuss possible resources</p> <p>F. Choose resources from a limited selection</p> <p>G. Participate in shared</p>	

	research and writing projects	
5.11	A. Understand that a variety of products can be sources of information B. Record authors and titles of sources	
5.12	A. Set goals with guidance B. Recognize writing accomplishments	
5.13	A. Use guided writing activities to help understand information	