

Curriculum, Instruction, and Innovation Team

Student-Friendly Language Arts Standards for Grade Two

Based upon the 2009 Nebraska State Language Arts Standards



READING

LA 2.1

Students will learn and apply reading skills and strategies to comprehend text.

I can understand what I read by using the skills I have learned.

Word Analysis

LA 2.1.3

Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.

I can use what I know about words to read, write, and spell.

LA 2.1.3.a

Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)

I can read, write, and spell words because I know the letter sounds and spelling patterns.

LA 2.1.3.b

Read, write, and spell sight words

I can read, write, and spell sight words.

LA 2.1.3.c

Blend sounds to form words

I can blend sounds to read and write words.

LA 2.1.3.d

Read words in connected text

I can read words in sentences and paragraphs.

LA 2.1.3.e

Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)

I can use what I know about words to read.

LA 2.1.3.f

Monitor the accuracy of decoding

I can tell if I read a word correctly.

Fluency

LA 2.1.4

Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text

I can read smoothly and correctly so that it sounds like I am talking.

LA 2.1.4.a

Read phrases, clauses, and sentences that sound like natural language to support comprehension

I can read smoothly to help me understand what I am reading.

LA 2.1.4.b

Read high-frequency words and phrases accurately and automatically

I can read sight words correctly and smoothly.*

LA 2.1.4.c

Vary voice intonation (e.g., volume, tone) to reflect meaning of text

I can read with appropriate expression.



LA 2.1.4.d

Use appropriate pace while reading to gain and enhance the meaning of text

I can speed up or slow down my pace to help me understand what I read.

Vocabulary

LA 2.1.5

Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

I can learn new words.

LA 2.1.5.a

Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

I can figure out what words mean.

LA 2.1.5.b

Relate new grade level vocabulary to prior knowledge and use in new situations

I can use new words to talk about things in my world.

LA 2.1.5.c

Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words

I can find and use clues to figure out the meaning of new words.

LA 2.1.5.d

Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)

I can tell how words are related.

LA 2.1.5.e

Identify meaning using print and digital reference materials (e.g., dictionary, glossary)

I can find the meaning of words by looking in different places.

LA 2.1.5.f

Locate words in reference materials (e.g., alphabetical order, guide words)

I can use ABC order and guide words to find words.

Comprehension

LA 2.1.6

Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

I can understand what I read.

LA 2.1.6.a

Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension

I can tell why the author wrote the story to help me understand what I read.

LA 2.1.6.b

Identify elements of narrative text (e.g., characters, setting, plot)

I can identify the characters, the setting, and the plot in a story.



LA 2.1.6.c

Retell information from narrative text including characters, setting, and plot

I can retell a story.

LA 2.1.6.d

Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)

I can explain different ways authors use words.

LA 2.1.6.e

Retell and summarize the main idea from informational text

I can retell and summarize the main idea from informational text.

LA 2.1.6.f

Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)

I can tell how informational text is organized.

LA 2.1.6.g

Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)

I can use what I know about text features to find information and understand what I read.

LA 2.1.6.h

Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)

I can identify the characteristics of different kinds of stories and books.

LA 2.1.6.i

Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures

I can compare and contrast characters and events to myself, to others, and to the world.

LA 2.1.6.j

Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text

I can ask and answer questions by using what I already know and have read.

LA 2.1.6.k

Identify and explain purpose for reading (e.g., information, pleasure, understanding)

I can tell why I read.

LA 2.1.6.l

Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

I can connect what I know to what I read, to other texts, and to the world.

LA 2.1.6.m

Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning

I can check my own comprehension and self-correct the errors.

LA 2.1.6.n

Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits)

I can make a prediction, decide if it is right or wrong, and change it.



LA 2.1.6.o

Respond to text verbally, in writing, or artistically

I can respond to what I read in different ways.

WRITING

LA 2.2

Students will learn and apply writing skills and strategies to communicate.

I can write to communicate with others.

Writing Process

LA 2.2.1

Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

I can use the writing process to publish my writing.

LA 2.2.1.a

Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)

I can plan before I write.

LA 2.2.1.b

Generate a draft by:

-Selecting and organizing ideas relevant to topic, purpose, and genre

-Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory)

-Developing a coherent beginning and end

I can create a draft of my writing.

LA 2.2.1.c

Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

I can revise my writing to improve it.

LA 2.2.1.d

Provide oral feedback to other writers; utilize others' feedback to improve own writing

I can share ideas to improve my writing and the writing of others.

LA 2.2.1.e

Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)

I can make my writing better by fixing my mistakes.

LA 2.2.1.f

Publish a legible document (e.g., handwritten or electronic)

I can publish a neat copy of my writing.

LA 2.2.1.g

Print legibly (e.g., letter formation, letter size, spacing, alignment)

I can print neatly and correctly.



Writing Genres

LA 2.2.2

Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

I can write for many reasons and for different people.

LA 2.2.2.a

Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)

I can write for a specific reason.

LA 2.2.2.b

Write to known audience or specific reader (e.g. letter to familiar person)

I can write for different people.

LA 2.2.2.c

Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

I can write short passages in a specific genre.

LA 2.2.2.d

Use an organizational structure that includes a central idea or focus

I can use a main idea to organize my writing.

LA 2.2.2.e

Compare models and examples (own and others) of various genres to create a similar piece

I can compare examples of writing and write a similar piece.**SPEAKING AND LISTENING**

LA 2.3

Students will learn and apply speaking and listening skills and strategies to communicate

I can communicate with others by listening and speaking.**Speaking**

LA 2.3.1

Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations

I can communicate ideas with my words.

LA 2.3.1.a

Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

I can appropriately share my ideas out loud.

LA 2.3.1.b

Demonstrate speaking techniques for a variety of purposes and situations

I can change the way I speak for different purposes.**Listening**

LA 2.3.2

Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

I can listen carefully to other people when they are speaking.

LA 2.3.2.a

Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)

I can listen to others in different situations.

LA 2.3.2.b

Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)

I can listen and follow directions to do a job.

LA 2.3.2.c

Listen and retell specific details of information heard

I can listen and repeat what I heard.

LA 2.3.2.d

Listen to and ask questions about thoughts, ideas, and information being communicated

I can listen and ask questions about what I heard.

Reciprocal Communication

LA 2.3.3

Reciprocal Communication: Students will develop reciprocal communication skills.

I can have respectful conversations with other people.

LA 2.3.3.a

Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)

I can be careful with the words I choose and how they affect others.

LA 2.3.3.b

Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)

I can pay attention and take turns when I talk to someone.

LA 2.3.3.c

Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)

I can share my ideas and ask questions when I'm learning.

MULTIPLE LITERACIES (Electronic Communication)

LA 2.4

Students will identify, locate, and evaluate information.

I can locate information and decide what I think about it.

LA 2.4.1



Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).

I can find information and use it in many ways.

LA 2.4.1.a

Use resources to answer guiding questions (e.g., print, electronic)

I can use resources to answer questions.

LA 2.4.1.b

Discuss ethical and legal use of information

I can explain why it is wrong to take an author's words and use them as my own.

LA 2.4.1.c

Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)

I can practice safe behaviors when I am communicating on the computer.

LA 2.4.1.d

Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

I can use technology to learn from others.

LA 2.4.1.e

Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

I can gather and share information and opinions using technology.

LA 2.4.1.f

Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

I can gather and share information online.

