

# English Language Arts Standards Grades 2-4

## Reading

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Second Grade	Third Grade	Fourth Grade
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>
<i>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</i>	<i>Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</i>	<i>Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</i>
<b>Decoding and Word Recognition</b>	<b>Decoding and Word Recognition</b>	<b>Word Recognition</b>
<p><b>1.1</b> Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p><b>1.2</b> Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= <i>su/ per</i>]; vowel-consonant/consonant-vowel [= <i>sup/ per</i>]).</p> <p><b>1.3</b> Decode two-syllable nonsense words and regular multisyllable words.</p> <p><b>1.4</b> Recognize common abbreviations [e.g., <i>Jan., Sun., Mr., St.</i>].</p> <p><b>1.5</b> Identify and correctly use regular plurals [e.g., <i>-s, -es, -ies</i>] and irregular plurals [e.g., <i>fly/ flies, wife/ wives</i>].</p> <p><b>1.6</b> Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><b>1.1</b> Know and use complex word families when reading [e.g., <i>-ight</i>] to decode unfamiliar words.</p> <p><b>1.2</b> Decode regular multisyllabic words.</p> <p><b>1.3</b> Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p><b>1.1</b> Read narrative and expository text aloud with grade-level fluency and accuracy, pacing, intonation, and expression.</p>
<b>Vocabulary and Concept Development</b>	<b>Vocabulary and Concept Development</b>	<b>Vocabulary and Concept Development</b>
<p><b>1.7</b> Understand and explain common antonyms and synonyms.</p> <p><b>1.8</b> Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p><b>1.9</b> Know the meaning of simple prefixes and suffixes [e.g., <i>over-, un-, -ing, -ly</i>].</p> <p><b>1.10</b> Identify simple multiple-meaning words.</p>	<p><b>1.4</b> Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p> <p><b>1.5</b> Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations [e.g., <i>dog/ mammal/ animal/ living things</i>].</p> <p><b>1.6</b> Use sentence and word context to find the meaning of unknown words.</p> <p><b>1.7</b> Use a dictionary to learn the meaning and other features of unknown words.</p> <p><b>1.8</b> Use knowledge of prefixes [e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>] and suffixes [e.g., <i>-er, -est, -ful</i>] to determine the meaning of words.</p>	<p><b>1.2</b> Apply knowledge of word origins, derivation, synonyms, antonyms.</p> <p><b>1.3</b> Use knowledge of root words to determine the meaning of unknown words within a passage.</p> <p><b>1.4</b> Know common Greek- and Latin-derived roots and affixes and use this knowledge to analyze the meaning of complex words (e.g. international).</p> <p><b>1.5</b> Use a thesaurus to determine related words and concepts.</p> <p><b>1.6</b> Distinguish and interpret multiple-meaning words.</p>

## 2.0 Reading Comprehension

Second Grade	Third Grade	Fourth Grade
<p><b>2.0 Reading Comprehension</b></p> <p><i>Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).</i></p>	<p><b>2.0 Reading Comprehension</b></p> <p><i>Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.</i></p> <p><i>In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.</i></p>	<p><b>2.0 Reading Comprehension</b></p> <p><i>Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions and comparing information from several sources.</i></p> <p><i>In addition to their school reading, by grade 4, students read one half million words annually, including a good representation of narrative (i.e. classic and contemporary literature) and expository (e.g. magazines, newspapers, on-line information) text appropriate for each grade level.</i></p>
<p><b>Structural Features of Informational Materials</b></p> <p><b>2.1</b> Use titles, tables of contents, and chapter headings to locate information in expository text.</p>	<p><b>Structural Features of Informational Materials</b></p> <p><b>2.1</b> Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</p>	<p><b>Structural Features of Informational Materials</b></p> <p><b>2.1</b> Identify structural patterns found in informational text (e.g. compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p>
<p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p><b>2.2</b> State the purpose in reading (i. e., tell what information is sought).</p> <p><b>2.3</b> Use knowledge of the author's purpose(s) to comprehend informational text.</p> <p><b>2.4</b> Ask clarifying questions about essential textual elements of exposition [e.g., <i>why, what if, how</i>].</p> <p><b>2.5</b> Restate facts and details in the text to clarify and organize ideas.</p> <p><b>2.6</b> Recognize cause-and-effect relationships in a text.</p> <p><b>2.7</b> Interpret information from diagrams, charts, and graphs.</p> <p><b>2.8</b> Follow two-step written instructions.</p>	<p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p><b>2.2</b> Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p> <p><b>2.3</b> Demonstrate comprehension by identifying answers in the text.</p> <p><b>2.4</b> Recall major points in the text and make and modify predictions about forthcoming information.</p> <p><b>2.5</b> Distinguish the main idea and supporting details in expository text.</p> <p><b>2.6</b> Extract appropriate and significant information from the text, including problems and solutions.</p> <p><b>2.7</b> Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p>	<p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p><b>2.2</b> Use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment).</p> <p><b>2.3</b> Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p><b>2.4</b> Evaluate new information and hypotheses by testing them against known information and ideas.</p> <p><b>2.5</b> Compare and contrast information on the same topic after reading several passages or articles.</p> <p><b>2.6</b> Distinguish between cause and effect and between fact and opinion in expository text.</p> <p><b>2.7</b> Follow multiple-step instructions in a basic technical manual (e.g. how to use computer commands or video games).</p>

## 3.0 Literary Response and Analysis

Second Grade	Third Grade	Fourth Grade
<p><b>3.0 Literary Response and Analysis</b></p> <p><i>Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).</i></p> <p><i>The quality and complexity of the materials to be read by students are illustrated in the California Reading List.</i></p>	<p><b>3.0 Literary Response and Analysis</b></p> <p><i>Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.</i></p>	<p><b>3.0 Literary Response and Analysis</b></p> <p><i>Students read and respond to historically or culturally significant works of literature, particularly American and British literature. They clarify the ideas and connect them to other literary works.</i></p> <p><i>The quality and complexity of the materials to be read by students are illustrated in the California Reading List.</i></p>
	<p><b>Structural Features of Literature</b></p> <p><b>3.1</b> Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p>	<p><b>Structural Features of Literature</b></p> <p><b>3.1</b> Describe the structural differences of various imaginative forms of literature, including fantasy, fables, myths, legends, and fairy tales.</p>
<p><b>Narrative Analysis of Grade-Level Appropriate Text:</b></p> <p><b>3.1</b> Compare and contrast plots, settings, and characters presented by different authors.</p> <p><b>3.2</b> Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.</p> <p><b>3.3</b> Compare and contrast different versions of the same stories that reflect different cultures.</p> <p><b>3.4</b> Identify the use of rhythm, rhyme, and alliteration in poetry.</p>	<p><b>Narrative Analysis of Grade-Level Appropriate Text:</b></p> <p><b>3.2</b> Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p><b>3.3</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p><b>3.4</b> Determine the underlying theme or author's message in fiction and nonfiction text.</p> <p><b>3.5</b> Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.</p> <p><b>3.6</b> Identify the speaker or narrator in a selection.</p>	<p><b>Narrative Analysis of Grade-Level Appropriate Text:</b></p> <p><b>3.2</b> Identify the main events of the plot, their causes, and how each influences future action(s).</p> <p><b>3.3</b> Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.</p> <p><b>3.4</b> Compare and contrast tales from different cultures by tracing exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g. trickster tales).</p> <p><b>3.5</b> Identify and define presence of figurative language in literary works, including simile, metaphor, hyperbole and personification.</p>

# 1.0 Writing Strategies and Applications

Second Grade	Third Grade	Fourth Grade
<p><b>1.0 Writing Strategies</b></p> <p><i>Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</i></p>	<p><b>1.0 Writing Strategies</b></p> <p><i>Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</i></p>	<p><b>1.0 Writing Strategies</b></p> <p><i>Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</i></p>
<p><b>Organization and Focus</b></p> <p><b>1.1</b> Group related ideas and maintain a consistent focus.</p>	<p><b>Organization and Focus</b></p> <p><b>1.1</b> Create a single paragraph:</p> <ol style="list-style-type: none"> <li>a. Develop a topic sentence.</li> <li>b. Include simple supporting facts and details.</li> </ol>	<p><b>Organization and Focus</b></p> <p><b>1.1</b> Create multiple-paragraph <b>narrative</b> compositions:</p> <ol style="list-style-type: none"> <li>a. Establish and develop a situation or plot.</li> <li>b. Describe the setting.</li> <li>c. Present an ending.</li> </ol> <p><b>1.2</b> Create multiple-paragraph <b>expository</b> compositions:</p> <ol style="list-style-type: none"> <li>a. Establish a topic, important ideas, or events in sequence or chronological order.</li> <li>b. Provide details and transitional expression that link one paragraph to another in a clear line of thought.</li> <li>c. Offer a concluding paragraph that summarizes important ideas and details.</li> </ol>
<p><b>Penmanship</b></p> <p><b>1.2</b> Create readable documents with legible handwriting.</p>	<p><b>Penmanship</b></p> <p><b>1.2</b> Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.</p>	
<p><b>Research</b></p> <p><b>1.3</b> Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).</p>	<p><b>Research</b></p> <p><b>1.3</b> Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</p>	<p><b>Research and Technology</b></p> <p><b>1.3</b> Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.</p> <p><b>1.4</b> Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).</p> <p><b>1.5</b> Use a thesaurus to identify alternative word choices and meanings.</p>
<p><b>Evaluation and Revision</b></p> <p><b>1.4</b> Revise original drafts to improve sequence and provide more descriptive detail.</p>	<p><b>Evaluation and Revision</b></p> <p><b>1.4</b> Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>	<p><b>Evaluation and Revision</b></p> <p><b>1.6</b> Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>

## 2.0 Writing Strategies and Applications

Second Grade	Third Grade	Fourth Grade
<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p><i>Students write compositions that describe and explain familiar objects, events, and experiences. Writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in WS 1.0.</i></p>	<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p><i>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</i></p>	<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p><i>Students write compositions that describe and explain familiar objects, events, and experiences.</i></p>
<p><b>2.1</b> Write brief <b>narratives</b> based on their experiences:</p> <ol style="list-style-type: none"> <li>a. Move through a logical sequence of events.</li> <li>b. Describe the setting, characters, objects, and events in detail.</li> </ol> <p><b>2.2</b> Write a <b>friendly letter</b> complete with the date, salutation, body, closing, and signature.</p>	<p><b>2.1</b> Write <b>narratives</b>:</p> <ol style="list-style-type: none"> <li>a. Provide a context within which an action takes place.</li> <li>b. Include well-chosen details to develop the plot.</li> <li>c. Provide insight into why the selected incident is memorable.</li> </ol> <p><b>2.2</b> Write <b>descriptions</b> that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p><b>2.3</b> Write <b>personal and formal letters, thank-you notes, and invitations</b>:</p> <ol style="list-style-type: none"> <li>a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.</li> <li>b. Include the date, proper salutation, body, closing, and signature.</li> </ol>	<p><b>2.1</b> Write <b>narratives</b>:</p> <ol style="list-style-type: none"> <li>a. Relate ideas, observations, or recollections of an event or experience.</li> <li>b. Provide a context to enable the reader to imagine the world of the event or experience.</li> <li>c. Use concrete sensory details.</li> <li>d. Provide insight into why the selected event or experience is memorable.</li> </ol> <p><b>2.2</b> Write <b>responses to literature</b>:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of the literary work.</li> <li>b. Support judgments through references to both the text and prior knowledge.</li> </ol> <p><b>2.3</b> Write <b>information reports</b>:</p> <ol style="list-style-type: none"> <li>a. Frame a central question about an issue or situation.</li> <li>b. Include facts and details for focus.</li> <li>c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).</li> </ol> <p><b>2.4</b> Write <b>summaries</b> that contain the main ideas of the reading selection and the most significant details.</p>

## 1.0 Written and Oral Conventions

Second Grade	Third Grade	Fourth Grade
<i>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</i>	<i>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</i>	<i>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</i>
<b>1.0 Written and Oral English Language Conventions</b>  <i>Students write and speak with a command of standard English conventions appropriate to this grade level.</i>	<b>1.0 Written and Oral English Language Conventions</b>  <i>Students write and speak with a command of standard English conventions appropriate to this grade level.</i>	<b>1.0 Written and Oral English Language Conventions</b>  <i>Students write and speak with a command of standard English conventions appropriate to this grade level.</i>
<b>Sentence Structure</b>  <b>1.1</b> Distinguish between complete and incomplete sentences.  <b>1.2</b> Recognize and use the correct word order in written sentences.	<b>Sentence Structure</b>  <b>1.1</b> Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	<b>Sentence Structure</b>  <b>1.1</b> Use simple and compound sentences in writing and speaking.  <b>1.2</b> Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.
<b>Grammar</b>  <b>1.3</b> Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	<b>Grammar</b>  <b>1.2</b> Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.  <b>1.3</b> Identify and use past, present, and future verb tenses properly in writing and speaking.  <b>1.4</b> Identify and use subjects and verbs correctly in speaking and writing simple sentences.	<b>Grammar</b>  <b>1.3</b> Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
<b>Punctuation</b>  <b>1.4</b> Use commas in the greeting and closure of a letter and with dates and items in a series.  <b>1.5</b> Use quotation marks correctly.	<b>Punctuation</b>  <b>1.5</b> Punctuate dates, city and state, and titles of books correctly.  <b>1.6</b> Use commas in dates, locations, and addresses and for items in a series.	<b>Punctuation</b>  <b>1.4</b> Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.  <b>1.5</b> Use underlining, quotation marks, or italics to identify titles of documents.
<b>Capitalization</b>  <b>1.6</b> Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	<b>Capitalization</b>  <b>1.7</b> Capitalize geographical names, holidays, historical periods, and special events correctly.	<b>Capitalization</b>  <b>1.6</b> Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.
<b>Spelling</b>  <b>1.7</b> Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ).  <b>1.8</b> Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	<b>Spelling</b>  <b>1.8</b> Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., [qu], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., <i>hair-hare</i> ].  <b>1.9</b> Arrange words in alphabetic order.	<b>Spelling</b>  <b>1.7</b> Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

# 1.0 Listening and Speaking

Second Grade	Third Grade	Fourth Grade
<p><b>1.0 Listening and Speaking Strategies</b></p> <p><i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</i></p>	<p><b>1.0 Listening and Speaking Strategies</b></p> <p><i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</i></p>	<p><b>1.0 Listening and Speaking Strategies</b></p> <p><i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</i></p>
<p><b>Comprehension</b></p> <p><b>1.1</b> Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).</p> <p><b>1.2</b> Ask for clarification and explanation of stories and ideas.</p> <p><b>1.3</b> Paraphrase information that has been shared orally by others.</p> <p><b>1.4</b> Give and follow three-and four-step oral directions.</p>	<p><b>Comprehension</b></p> <p><b>1.1</b> Retell, paraphrase, and explain what has been said by a speaker.</p> <p><b>1.2</b> Connect and relate prior experiences, insights, and ideas to those of a speaker.</p> <p><b>1.3</b> Respond to questions with appropriate elaboration.</p> <p><b>1.4</b> Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).</p>	<p><b>Comprehension</b></p> <p><b>1.1</b> Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.</p> <p><b>1.2</b> Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.</p> <p><b>1.3</b> Identify how language usages (e.g., sayings, expressions reflect regions and cultures.</p> <p><b>1.4</b> Give precise directions and instructions.</p>
<p><b>Organization and Delivery of Oral Communication</b></p> <p><b>1.5</b> Organize presentations to maintain a clear focus.</p> <p><b>1.6</b> Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</p> <p><b>1.7</b> Recount experiences in a logical sequence.</p> <p><b>1.8</b> Retell stories, including characters, setting, and plot.</p> <p><b>1.9</b> Report on a topic with supportive facts and details.</p>	<p><b>Organization and Delivery of Oral Communication</b></p> <p><b>1.5</b> Organize ideas chronologically or around major points of information.</p> <p><b>1.6</b> Provide a beginning, a middle, and an end, including concrete details that develop a central idea.</p> <p><b>1.7</b> Use clear and specific vocabulary to communicate ideas and establish the tone.</p> <p><b>1.8</b> Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).</p> <p><b>1.9</b> Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.</p>	<p><b>Organization and Delivery of Oral Communication</b></p> <p><b>1.5</b> Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.</p> <p><b>1.6</b> Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).</p> <p><b>1.7</b> Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p> <p><b>1.8</b> Use details, examples, anecdotes, or experiences to explain or clarify information.</p> <p><b>1.9</b> Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.</p>
	<p><b>Analysis and Evaluation of Oral and Media Communications</b></p> <p><b>1.10</b> Compare ideas and points of view expressed in broadcast and print media.</p> <p><b>1.11</b> Distinguish between the speaker's opinions and verifiable facts.</p>	<p><b>Analysis and Evaluation of Oral and Media Communications</b></p> <p><b>1.10</b> Evaluate the role of the media in focusing attention on events and in forming opinions on issues.</p>

## 2.0 Listening and Speaking

Second Grade	Third Grade	Fourth Grade
<p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p><i>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.</i></p> <p><i>Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</i></p>	<p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p><i>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.</i></p> <p><i>Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</i></p>	<p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p><i>Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.</i></p> <p><i>Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</i></p>
<p><b>2.1</b> Recount experiences or present stories:</p> <ul style="list-style-type: none"> <li>a. Move through a logical sequence of events.</li> <li>b. Describe story elements (e.g., characters, plot, setting).</li> </ul> <p><b>2.2</b> Report on a topic with facts and details, drawing from several sources of information.</p>	<p><b>2.1</b> Make brief narrative presentations:</p> <ul style="list-style-type: none"> <li>a. Provide a context for an incident that is the subject of the presentation.</li> <li>b. Provide insight into why the selected incident is memorable.</li> <li>c. Include well-chosen details to develop character, setting, and plot.</li> </ul> <p><b>2.2</b> Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.</p> <p><b>2.3</b> Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p><b>2.1</b> Make narrative presentations:</p> <ul style="list-style-type: none"> <li>a. Relate ideas, observations, or recollections about an event or experience.</li> <li>b. Provide a context that enables the listener to imagine the circumstances of the event or experience.</li> <li>c. Provide insight into why the selected event or experience is memorable.</li> </ul> <p><b>2.2</b> Make informational presentations:</p> <ul style="list-style-type: none"> <li>a. Frame a key question.</li> <li>b. Include facts and details that help listeners to focus.</li> <li>c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).</li> </ul> <p><b>2.3</b> Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</p> <p><b>2.4</b> Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</p>

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