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| <b>Reading</b>  |
| <ul style="list-style-type: none"> <li>EL.02.RE.01 Read regular multi-syllabic words.</li> </ul>  |
| <ul style="list-style-type: none"> <li>EL.02.RE.07 Read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.</li> </ul>   |
| <ul style="list-style-type: none"> <li>EL.02.RE.10 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.</li> </ul> |
| <ul style="list-style-type: none"> <li>EL.02.RE.12 Draw upon a variety of comprehension strategies as needed-re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.</li> </ul>              |
| <ul style="list-style-type: none"> <li>EL.02.RE.15 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.</li> </ul>   |
| <ul style="list-style-type: none"> <li>EL.02.RE.30 Connect the information in text to life experiences, text, and world.</li> </ul>   |
| <b>Literature</b>   |
| <ul style="list-style-type: none"> <li>EL.02.LI.04 Identify and describe the plot, setting, and character(s) in the story.</li> </ul>   |
| <b>Writing</b>  |
| <ul style="list-style-type: none"> <li>EL.02.WR.03 With assistance, revise original drafts to improve sequence and provide more descriptive detail.</li> </ul>  |
| <ul style="list-style-type: none"> <li>EL.02.WR.04 With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.</li> </ul>   |
| <ul style="list-style-type: none"> <li>EL.02.WR.07 Develop an idea with an introductory sentence, supporting sentence(s), and a concluding sentence.</li> </ul>   |
| <ul style="list-style-type: none"> <li>EL.02.WR.10 Distinguish between complete (<i>When Tom hit the ball, he was proud.</i>) and incomplete sentences (<i>When Tom hit the ball</i>).</li> </ul>   |
| <ul style="list-style-type: none"> <li>EL.02.WR.12 Spell correctly words which are used frequently but do not fit common spelling patterns such as was, were, says, said, who, what, and why.</li> </ul>  |
| <ul style="list-style-type: none"> <li>EL.02.WR.20 Form letters correctly and space words and sentences properly so that printing can be read easily by another person.</li> </ul>  |
| <ul style="list-style-type: none"> <li>EL.02.WR.21 Write brief narratives based on personal experiences:                             <ul style="list-style-type: none"> <li>Move through a logical sequence of events.</li> <li>Describe the setting, characters, objects, and events.</li> </ul> </li> </ul>                     |
| <ul style="list-style-type: none"> <li>EL.02.WR.22 Write a brief description of a familiar object, person, place, or event:                             <ul style="list-style-type: none"> <li>Develop a main idea.</li> <li>Use details to support the main idea.</li> </ul> </li> </ul>   |
| <ul style="list-style-type: none"> <li>EL.02.WR.25 With organizational help, begin writing brief informative reports.</li> </ul>  |
| <b>Speaking and Listening</b>   |
| <ul style="list-style-type: none"> <li>EL.02.SL.05 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</li> </ul>  |
| <ul style="list-style-type: none"> <li>EL.02.SL.08 Retell in own words information that has been shared orally by others.</li> </ul>  |