

2.6.10.10 (Begins in grade 3)

## **Speaking, Viewing, Listening and Media Literacy** Comprehension and Collaboration

**2.8.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- d. Cooperate for productive group discussion.
- e. Follow two- and three-step oral directions.

**2.8.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**2.8.3.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.

## **Speaking, Viewing, Listening and Media Literacy** Presentation of Knowledge and Ideas

**2.8.4.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.

**2.8.5.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**2.8.6.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 38 for specific expectations.)

# **Speaking, Viewing, Listening and Media Literacy**

## Media Literacy

**2.8.7.7** Distinguish, understand, and use different types of print, digital, and multimodal media.

- a. Use tools for locating print and electronic materials appropriate to the purpose.

**2.8.8.8** With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

- a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.