



Indiana Academic Standards 2014
2nd Grade English/Language Arts
Standards Correlation Guidance Document

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: Foundations			
<p>2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.</p>			<p><i>This IAS 2014 learning objective is an umbrella standard; focus skills are listed individually.</i></p>
<p>2.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>2.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>2.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>2.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>2.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>2.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>2.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>2.RF.3.4: <i>Students are expected to build upon and continue applying concepts</i></p>			



<i>learned previously.</i>			
2.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.			
2.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.			
2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.			
2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	2.1.3: Decode (sound out) regular words with more than one syllable (dinosaur, vacation).	<p>2.RF.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.RF.3b: Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.RF.3c: Decode regularly spelled two-syllable words with long vowels.</p>	<i>IAS 2014 clarifies the expectation by requiring students to apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</i>
2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., <i>through, tough; Jan., Fri.</i>).	2.1.4: Recognize common abbreviations (<i>Jan., Fri.</i>).	2.RF.3f: Recognize and read grade-appropriate irregularly spelled words.	
2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., <i>-ale, -est, -ine, -ock</i>).	2.1.11: Know and use common word families (such as <i>-ale, -est, -ine, -ock, -ump</i>) when reading unfamiliar words.		<i>IAS 2014 includes this standard from IAS 2006.</i>
2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., <i>kitten's, sisters'</i>), and compound words.	2.1.9: Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i>) and suffixes (word parts added at the end of words such as <i>-ful</i>).	<p>2.RF.3d: Decode words with common prefixes and suffixes.</p> <p>2.1.4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	
2.RF.5: Orally read grade-level	2.1.6: Read aloud fluently and	2.RF.4: Read with sufficient accuracy	<i>IAS 2014 increases the expectation by</i>



appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	accurately with appropriate changes in voice and expression.	and fluency to support comprehension. 2.RF.4a: Read on-level text with purpose and understanding. 2.RF.4b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<i>requiring students to orally read grade-level appropriate or higher texts with expression that connotes comprehension at the independent level.</i>
Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: Literature			
2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		2.RL.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently by the end of grade 2.</i>
2.RL.2.1: Ask and answer questions (e.g., <i>who was the story about; why did an event happen; where did the story happen</i>) to demonstrate understanding of main idea and key details in a text.		2.RL.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<i>IAS 2014 increases the expectation by requiring students to demonstrate understanding of main idea.</i>
2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.3.7: Identify the meaning or lesson of a story.	2.RL.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<i>IAS 2014 increases the expectation by requiring students to recount the beginning, middle, and ending of stories.</i>
2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.		2.RL.3: Describe how characters in a story respond to major events and challenges.	
2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and			<i>This standard is NEW!</i>



why.			
2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		2.RL.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.		2.RL.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		2.RL.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	2.3.3: Compare and contrast versions of same stories from different cultures.	2.RL.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	



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READING: Nonfiction			
<p>2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>		<p>2.RI.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently by the end of grade 2.</i></p>
<p>2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<p>2.2.4: Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational texts.</p>	<p>2.RI.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p><i>IAS 2014 shifts the expectation by requiring students to ask and answer questions about the main idea.</i></p>
<p>2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.</p>		<p>2.RI.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	
<p>2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</p>		<p>2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
<p>2.RN.3.1: Use various text features (e.g., <i>table of contents, index, headings, captions</i>) to locate key facts or information and explain how they contribute to and clarify a text.</p>	<p>2.2.1: Use titles, tables of contents, and chapter headings to locate information in text.</p>	<p>2.RI.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.RI.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><i>IAS 2014 shifts the expectation by requiring students to use various text features to locate key facts or information and explain how they contribute to and clarify a text.</i></p>
<p>2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect</p>			<p><i>This standard is NEW!</i></p>



relationship.			
2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.	2.2.3: Use knowledge of the author’s purpose(s) to comprehend informational text.	2.RI.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
2.RN.4.1: Describe how an author uses facts to support specific points in a text.		2.RI.8: Describe how reasons support specific points the author makes in a text.	
2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.		2.RI.9: Compare and contrast the most important points presented by two texts on the same topic.	
2.RN.4.3: <i>Standard begins at sixth grade.</i>			



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READING: Vocabulary			
<p>2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>		<p>2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that refers to building and applying vocabulary through conversations, literature and nonfiction texts.</i></p>
<p>2.RV.2.1: Use context clues (e.g., <i>words and sentence clues</i>) and text features (e.g., <i>table of contents, headings</i>) to determine the meanings of unknown words.</p>			<p><i>This standard is NEW!</i></p>
<p>2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>change, duck</i>).</p>	<p>2.1.7: Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).</p> <p>2.1.10: Identify simple multiple-meaning words (<i>change, duck</i>).</p>		<p><i>IAS 2014 includes this standard from IAS 2006.</i></p>
<p>2.RV.2.3: <i>Standard begins at sixth grade.</i></p>			
<p>2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.</p>		<p>2.L.4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>2.L.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	
<p>2.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.</p>		<p>2.L.4e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	



<p>2.RV.3.1: Recognize that authors use words (e.g., <i>regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms</i>) to provide rhythm and meaning in a story, poem, or song.</p>	<p>2.3.4: Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction.</p>	<p>2.RL.4: Describe how words and phrases (e.g., <i>regular beats, alliteration, rhymes, repeated lines</i>) supply rhythm and meaning in a story, poem, or song.</p> <p>2.L.4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><i>IAS 2014 increases the expectation by requiring students to recognize that authors use words to provide rhythm and meaning in a story, poem, or song.</i></p>
<p>2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<p>2.2.4: Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational texts.</p>	<p>2.RI.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	
<p>2.RV.3.3: <i>Standard begins at third grade.</i></p>			



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WRITING			
<p>2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p>	<p>2.5.6: Write for different purposes and to a specific audience or person.</p> <p>2.5.7: Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of what is read. • support statements with evidence from the text. 		<p><i>This IAS 2014 Learning Outcome is an umbrella standard for the range of writing student should be able to do, including drawing evidence from literature and nonfiction texts.</i></p>
<p>2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p>	<p>2.6.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p>		<p><i>IAS 2014 includes this standard from IAS 2006.</i></p>
<p>2.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>2.W.3.1: Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p>		<p>2.W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	
<p>2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p>	<p>2.5.2: Write a brief description of a familiar object, person, place, or event that:</p> <ul style="list-style-type: none"> • develops a main idea. • uses details to support the main idea. 	<p>2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	
<p>2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> • Include a beginning. 	<p>2.5.1: Write brief narratives based on experiences that:</p> <ul style="list-style-type: none"> • move through a logical sequence of events (chronological order, order of 	<p>2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts,</p>	



<ul style="list-style-type: none"> • Use temporal words to signal event order (e.g., <i>first of all</i>). • Provide details to describe actions, thoughts, and feelings. • Provide an ending. 	<p>importance).</p> <ul style="list-style-type: none"> • describe the setting, characters, objects, and events in detail. <p>2.5.6: Write for different purposes and to a specific audience or person.</p>	<p>and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>2.L.5a: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	
<p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., <i>organization, sentence structure, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>); and provide feedback to other writers. • Use available technology to publish legible documents. 	<p>2.4.1: Create a list of ideas for writing.</p> <p>2.4.2: Organize related ideas together to maintain a consistent focus.</p> <p>2.4.3: Find ideas for writing stories and descriptions in pictures or books.</p> <p>2.4.6: Review, evaluate, and revise writing for meaning and clarity.</p> <p>2.4.7: Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.</p> <p>2.4.8: Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.</p> <p>2.4.5: Use a computer to draft, revise, and publish writing.</p>	<p>2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2.L.2e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p>2.W.5: With support, conduct short research on a topic.</p> <ul style="list-style-type: none"> • Find information on a topic of interest (e.g., <i>cardinals</i>). • Identify various visual and text reference sources • Organize, summarize, and present the information, choosing from a variety of formats 	<p>2.5.8: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents 	<p>2.W.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>2.W.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	



	<p>sources (titles and authors).</p> <ul style="list-style-type: none"> organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation. 		
<p>2.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>		<p>2.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>2.L.3a: Compare formal and informal uses of English.</p>	<p><i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i></p>
<p>2.W.6.1a: Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<p>2.1.5: Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).</p> <p>2.6.4: Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).</p>	<p>2.L.1a: Use collective nouns (e.g., group).</p> <p>2.L.1b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>2.L.1c: Use reflexive pronouns (e.g., myself, ourselves).</p>	
<p>2.W.6.1b: Verbs –</p> <ul style="list-style-type: none"> Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., <i>action, linking</i>) in sentences. 	<p>2.6.4: Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).</p>	<p>2.L.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2.L.5b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	
<p>2.W.6.1c: Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</p>		<p>2.L.1e: Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	



		2.L.5b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
2.W.6.1d: Prepositions – Standard <i>begins at fourth grade.</i>			
2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.		2.L.1f: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	
2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:		2.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
2.W.6.2a: Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	2.6.7: Capitalize all proper nouns (names of specific people or things, such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week.	2.L.2a: Capitalize holidays, product names, and geographic names.	
2.W.6.2b: Punctuation – <ul style="list-style-type: none"> • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns. • Using commas in greetings and closings of letters, dates, and to separate items in a series. 	2.6.5: Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,) and with dates (March 22, 2000) and items in a series (Tony, Steve, and Bill).	2.L.2b: Use commas in greetings and closings of letters. 2.L.2c: Use an apostrophe to form contractions and frequently occurring possessives.	
2.W.6.2c: Spelling – <ul style="list-style-type: none"> • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend 	2.6.9: Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).	2.L.2d: Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).	



<p>patterns.</p> <ul style="list-style-type: none">• Generalizing learned spelling patterns (e.g., <i>word families</i>) when writing words.• Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	<ul style="list-style-type: none">• short vowels: actor, effort, ink, chop, unless• long vowels: ace, equal, bind, hoe, use• r-controlled: park, supper, bird, corn, further• consonant blends: blue, crash, desk, speak, coast	<p>2.RF.3e: Identify words with inconsistent but common spelling-sound correspondences.</p>	
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Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
SPEAKING & LISTENING			
<p>2.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>			<p><i>This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of formal English.</i></p>
<p>2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>			<p><i>This standard is NEW!</i></p>
<p>2.SL.2.2: <i>Standard begins in third grade.</i></p>			
<p>2.SL.2.3: Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>		<p>2.SL.1a: 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).</p>	
<p>2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>		<p>2.SL.1c: Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	
<p>2.SL.2.5: Build on others’ talk in conversations by linking comments to the remarks of others.</p>		<p>2.SL.1b: Build on others' talk in conversations by linking their comments to the remarks of others.</p>	
<p>2.SL.3.1: Determine the purpose for listening (e.g., <i>to obtain information, to enjoy humor</i>) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>		<p>2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or</p>		<p>2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding</p>	



issue.		of a topic or issue.	
2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.		2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.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.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.		2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
2.SL.4.3: Give and follow multi-step directions.			<i>This standard is NEW!</i>



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
MEDIA LITERACY			
2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.			<i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to critically analyze information used for a variety of purposes, not just persuasion.</i>
2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.			<i>This standard is NEW!</i>
2.ML.2.2: <i>Standard begins in fifth grade.</i>			