

Grade 2

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Subject	Grade	Strand	Standard	Benchmark

Grade 2: Reading Process

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.2.1.4.1	- use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);		
LA.2.1.4.2	- apply knowledge of spelling patterns to identify syllables;		
LA.2.1.4.3	- decode phonetically regular one-syllable and multi-syllable words in isolation and in context;		
LA.2.1.4.4	- identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);		
LA.2.1.4.5	- recognize high frequency words;		
LA.2.1.4.6	- recognize common abbreviations;		
LA.2.1.4.7	- recognize and correctly use regular and irregular plurals; and		
LA.2.1.4.8	- use self-correction when subsequent reading indicates an earlier misreading.		
Access Points for Students with Significant Cognitive Disabilities			
<p><i>Independent.</i> The student will:</p> <ul style="list-style-type: none"> - identify initial and final phonemes in CVC words; - blend individual phonemes in one-syllable words; - produce the most common sounds associated with all letters of the alphabet; - decode phonetically regular CVC words; - recognize high frequency sight words; and - use self-correction when subsequent reading indicates an earlier misreading. 		<p><i>Supported.</i> The student will:</p> <ul style="list-style-type: none"> - orally blend and segment compound words with picture prompts; - orally identify and blend syllables and onset-and rime in familiar words; - produce the most common sounds associated with five or more letters; and - identify the first letter and sound in CVC words. 	
<p><i>Participatory.</i> The student will respond to spoken words, referent objects, gestures/signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities.</p>			

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
	The student will:		
LA.2.1.5.1	- apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;		
LA.2.1.5.2	- identify high frequency phonetically irregular words in context; and		
LA.2.1.5.3	- adjust reading rate based on purpose, text difficulty, form, and style.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will read high frequency sight words and phonetically regular words.	<i>Supported:</i> The student will name five or more letters and produce their sounds.	<i>Participatory:</i> The student will: <ul style="list-style-type: none"> - respond consistently to persons, objects, gestures/signs, and pictures in familiar stories and daily activities; and - request continuation of a familiar story or routine when it has been interrupted. 	

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.2.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.2.1.6.2	- listen to, read, and discuss familiar and conceptually challenging text;	
LA.2.1.6.3	- use context clues to determine meanings of unfamiliar words;	
LA.2.1.6.4	- categorize key vocabulary and identify salient features;	
LA.2.1.6.5	- relate new vocabulary to familiar words;	
LA.2.1.6.6	- identify base (root) words and common prefixes to determine the meanings of prefixed words;	
LA.2.1.6.7	- identify antonyms, synonyms, and homophones;	
LA.2.1.6.8	- determine the correct meaning of words with multiple meanings (e.g., mine) in context; and	
LA.2.1.6.9	- determine meanings of unfamiliar words by using a dictionary and digital tools.	
Access Points for Students with Significant Cognitive Disabilities		
<p><i>Independent:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to, read, and talk about stories and informational text; - identify the meaning of words and phrases in text using context and picture clues; - identify and sort pictures of common words into categories; - relate new vocabulary to familiar words; - identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/after); and - use a picture dictionary to identify the meaning of words. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> - use new vocabulary that is introduced and taught directly; - listen to and talk about stories and informational text; - identify and name words paired with pictures or symbols that represent persons, objects, actions, and settings in familiar activities; - sort objects into predetermined categories; - relate new vocabulary to familiar words; and - use pictures to identify meaning of unknown symbols and words. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> - respond to new vocabulary that is introduced and taught directly; - listen and respond to stories and informational text; - respond to words used as prompts or cues; - identify familiar persons and objects in daily activities; and - match objects, gestures, or pictures to tasks in routines.

Reading Comprehension		Standard: The student uses a variety of strategies to comprehend grade level text.	
	The student will:		
LA.2.1.7.1	- identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;		
LA.2.1.7.2	- determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;		
LA.2.1.7.3	- summarize information in text, including but not limited to main idea, supporting details, and connections between texts;		
LA.2.1.7.4	- identify cause-and-effect relationships in text;		
LA.2.1.7.5	- identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;		
LA.2.1.7.6	- identify themes or topics across a variety of fiction and nonfiction selections;		
LA.2.1.7.7	- compare and contrast characters and settings in one text; and		
LA.2.1.7.8	- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - preview text features (e.g., illustrations and title) and use prior knowledge to make predictions of content of text; - identify important details (e.g., who, what, where, when) that relate to the author's purpose in read-aloud stories; - identify details in text, including but not limited to who, what, where, and when; - arrange pictures of events in sequence; - identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text; and - use strategies to repair comprehension, including but not limited to re-reading and connecting read-aloud stories to life experiences. 		<ul style="list-style-type: none"> - preview text features (e.g., illustrations) to make predictions about a story; - identify details (e.g., who, what) that relate to the author's purpose in read-aloud stories; - identify details, including but not limited to who and what in familiar read-aloud stories; - identify similarities in characters or actions in read-aloud stories; and - use strategies to repair comprehension, including but not limited to connecting characters, actions, and settings in read-aloud stories to life experiences. 	<ul style="list-style-type: none"> - respond to pictures of characters or objects in read-aloud stories; - respond accurately and consistently to referent objects or pictures used in routines; - identify obvious differences between referent objects, pictures, or symbols used in routines; and - seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities.

Grade 2: Literary Analysis

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
	The student will:	
LA.2.2.1.1	- identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;	
LA.2.2.1.2	- identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;	
LA.2.2.1.3	- identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;	
LA.2.2.1.4	- identify an author's theme, and use details from the text to explain how the author developed that theme;	
LA.2.2.1.5	- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);	
LA.2.2.1.6	- write a book report identifying character(s), setting, and sequence of events;	
LA.2.2.1.7	- identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and	
LA.2.2.1.8	- select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify basic characteristics of various literary forms (e.g., picture books, stories, rhyming poetry); - identify characters, settings, actions, and events in read-aloud prose; - identify words and images that in stories and poems that evoke feelings such as happiness or surprise; - contribute to a discussion connecting characters, setting, or events in read-aloud stories to life experiences; - create a picture story with dictated phrases and sentences that includes a character, setting, or event from a read-aloud literature selection; and - select fiction materials to listen to and read, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	<ul style="list-style-type: none"> - identify literary forms (e.g., picture books, rhyming poetry, fairy tales); - identify characters, actions and settings in read-aloud prose; - identify images in stories and poems that evoke feelings such as happiness or surprise; - contribute to a discussion connecting characters, objects, actions, or setting in read-aloud stories to life experiences; - create a picture story with dictated words or phrases that includes a familiar character, object, action, or setting from a read-aloud story; and - select fiction materials to listen to, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	<ul style="list-style-type: none"> - respond to familiar literary forms (e.g., pictures, rhyming poetry, predictable read-aloud stories); - use non-verbal expression, gestures/signs, pictures, symbols, or words to respond to characters, objects, events, or actions from a familiar read-aloud story; - respond to emotions expressed by familiar persons; and - express a preference for a familiar read-aloud story or poem, based on interest and teacher recommendations, to begin building a core foundation of knowledge.

Nonfiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.2.2.2.1	- recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);		
LA.2.2.2.2	- use explicitly stated information to answer a question;		
LA.2.2.2.3	- distinguish among a variety of text (e.g., reference, practical/functional); and		
LA.2.2.2.4	- select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will: <ul style="list-style-type: none"> - identify text features (e.g., illustrations, title, table of contents) found in informational text; - use specific information to answer literal questions; - identify nonfiction print materials (e.g., calendar, schedule, environmental print); and - select nonfiction materials to listen to and read, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	<i>Supported.</i> The student will: <ul style="list-style-type: none"> - identify information in pictures and symbols in environmental print and informational text; - respond to literal yes/no questions about read-aloud informational text; - recognize familiar nonfiction print (e.g., environmental print); and - select nonfiction materials to listen to, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	<i>Participatory.</i> The student will: <ul style="list-style-type: none"> - recognize pictures of persons and objects associated with daily activities; - respond purposefully to referent objects, pictures, or gestures/signs used in routines; and - express a preference for familiar read-aloud nonfiction, based on interest and teacher recommendations, to begin building a core foundation of knowledge. 	

Grade 2: Writing Process

Prewriting		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.
	The student will prewrite by:	
LA.2.3.1.1	- generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);	
LA.2.3.1.2	- determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and	
LA.2.3.1.3	- making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will prewrite by:	<i>Supported.</i> The student will prewrite by generating ideas for pictures that tell a story about persons, objects, actions, or events through activities (e.g., responding to questions, exploring objects, viewing pictures).	<i>Participatory.</i> The student will associate wants and needs with referent objects, gestures/signs, pictures, symbols, or words.
- generating ideas for writing about a picture of persons, objects, events, or experiences through activities (e.g., answering questions, viewing pictures, or listening to text); and		
- identifying the purpose for writing (e.g., to inform, tell a story).		

Drafting		Standard: The student will write a draft appropriate to the topic, audience, and purpose.
	The student will draft writing by:	
LA.2.3.2.1	- maintaining focus on a single idea and developing supporting details; and	
LA.2.3.2.2	- organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent.</i> The student will draft writing by:	<i>Supported.</i> The student will draft writing by:	<i>Participatory.</i> The student will make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, pictures, symbols, or words.
- creating a picture; and	- creating a picture; and	
- dictating phrases and sentences that tell a story or give information about the picture.	- dictating words or phrases to tell a story or describe the picture.	

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.2.3.3.1	- evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;		
LA.2.3.3.2	- creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;		
LA.2.3.3.3	- creating interest by incorporating descriptive words and supporting details, such as sensory language; and		
LA.2.3.3.4	- evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the picture and dictation; - changing the picture and dictation to add or modify details with prompting; and - copying dictated phrases and sentences. 	<i>Supported.</i> The student will revise the draft by: <ul style="list-style-type: none"> - reviewing the picture and the dictation; - adding details to the picture and dictation with prompting; and - copying dictated words or phrases. 	<i>Participatory.</i> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.	

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.2.3.4.1	- conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;		
LA.2.3.4.2	- capitalization, including initial word in a sentence, the pronoun “I,” and proper names;		
LA.2.3.4.3	- commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;		
LA.2.3.4.4	- nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mines, his/her, hers);		
LA.2.3.4.5	- subject/verb and noun/pronoun agreement in simple and compound sentences;		
LA.2.3.4.6	- end punctuation for compound sentences, statements, questions, and exclamations.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will edit for correct use of:		<i>Supported:</i> The student will edit for correct use of:	<i>Participatory:</i> The student will adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
<ul style="list-style-type: none"> - left to right progression, spacing, and sequencing of words copied from dictation; - knowledge of letter/sound relationships to spell words with familiar sounds; and - capitalization of own first and last name and the pronoun “I.” 		<ul style="list-style-type: none"> - left to right progression of letters in words using a visual cue; and - capitalization of own first name. 	
Publishing		Standard: The student will write a final product for the intended audience.	
LA.2.3.5.1	The student will produce, illustrate, and share a variety of compositions.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will produce, illustrate, and share picture stories and descriptions.		<i>Supported:</i> The student will produce and share pictures with dictated words and phrases.	<i>Participatory:</i> The student will effectively communicate wants and needs to a familiar person with prompting using referent objects, gestures/signs, pictures, symbols, or words.

Grade 2: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.	
	The student will:		
LA.2.4.1.1	- write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and		
LA.2.4.1.2	- compose simple stories, poems, riddles, rhymes, or song lyrics.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - create picture stories with dictated sentences about a main character; and - complete lines in poetry following patterns for rhythm and rhyme. 		<ul style="list-style-type: none"> - create pictures with dictated words and phrases that tell a story about familiar persons, objects, or actions; and - contribute to group recitation of poetry, rhymes, songs, or chants. 	<ul style="list-style-type: none"> - communicate recognition of familiar persons and objects; and - respond to rhythm and rhyme in familiar poems, rhymes, or songs.
Informative		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.2.4.2.1	- write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);		
LA.2.4.2.2	- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;		
LA.2.4.2.3	- write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;		
LA.2.4.2.4	- write communications, including friendly letters and thank-you notes; and		
LA.2.4.2.5	- write simple directions to familiar locations using “left and right,” and create a map that matches the directions.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:		<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:
<ul style="list-style-type: none"> - produce expository texts (e.g., labels, lists, journals) by creating pictures with dictated information; - write a name or title for a picture with expository information; - produce thank-you notes and friendly messages using picture stories with dictated sentences; and - produce functional text (e.g., classroom directions, rules) by creating instructions with pictures and dictated sentences. 		<ul style="list-style-type: none"> - contribute to group recording of expository information by creating pictures and dictating labels or list; - contribute to group writing of messages and thank-you notes; and - produce functional text (e.g., one-step directions, instructions for daily activities) by creating pictures and dictating words and phrases. 	<ul style="list-style-type: none"> - express wants and needs; - communicate recognition of familiar persons, objects, or actions in daily activities; and - communicate information about familiar persons, objects, or actions using non-verbal expression, gestures/signs, pictures, symbols, or words.

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
LA.2.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will create a picture of a favorite item (e.g., food, pet, person) and use dictated words and phrases to explain why this item is important.		<i>Supported:</i> The student will choose a favorite item (e.g., food, pet, toy, person) and dictate a label for the item.	<i>Participatory:</i> The student will communicate preference for familiar persons, objects, or actions in daily activities.

Grade 2: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.	
LA.2.5.1.1	The student will demonstrate legible printing skills.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will write upper case and lower case letters and write from left to right and top to bottom.		<i>Supported:</i> The student will copy letters and words.	<i>Participatory:</i> The student will use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.	
	The student will:		
LA.2.5.2.1	- interpret information presented and seek clarification when needed;		
LA.2.5.2.2	- begin to use language appropriate for different occasions, audiences, and topics;		
LA.2.5.2.3	- use increasingly complex language patterns and sentence structure when communicating; and		
LA.2.5.2.4	- listen politely to oral presentations by classmates.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - identify specific details and information presented (e.g., sequence of daily events, directions, rules) and ask questions for clarification; - use language appropriate for different occasions and topics; - use sentences to express complete thoughts and respond to questions; and - listen attentively to oral presentations by classmates. 		<ul style="list-style-type: none"> - identify details and information presented (e.g., directions for tasks) and ask for assistance when needed; - use language appropriate for familiar occasions and topics; - respond to familiar greetings and questions in complete sentences; and - listen attentively to oral presentations (e.g., songs, stories, messages). 	<ul style="list-style-type: none"> - respond to specific information about familiar objects and routines; - begin to use language and nonverbal expression for specific purposes (e.g., greetings, expressing needs); and - respond purposefully to language used in daily group activities.

Grade 2: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.	
LA.2.6.1.1	The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will listen and gain information from read-aloud text (e.g., directions, content, signs) to perform tasks and answer literal questions.		<i>Supported:</i> The student will use information in pictures and symbols to perform tasks.	<i>Participatory:</i> The student will respond to pictures of persons, objects, or actions associated with daily activities.

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.	
	The student will:		
LA.2.6.2.1	- generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);		
LA.2.6.2.2	- select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;		
LA.2.6.2.3	- analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and		
LA.2.6.2.4	- record the authors and titles of works.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent:</i> The student will:		<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> - ask questions about a topic or event and select relevant materials (e.g., pictures, signs, nonfiction read-aloud text); - use materials (e.g., pictures, nonfiction read-aloud books) to gather information to answer questions; - communicate responses to questions in written or visual format (e.g., pictures or dictated words, statements); and - identify titles and authors of familiar books. 		<ul style="list-style-type: none"> - ask questions about a person or object and select teacher-recommended materials (e.g., concrete objects, pictures); - use concrete objects and pictures to gather information to answer questions; - orally communicate responses to questions; and - identify the author of a familiar book. 	<ul style="list-style-type: none"> - select a familiar object to explore; - explore and interact with the selected object; - communicate about the selected object using nonverbal expression, gestures/signs, pictures, symbols, or words; and - recognize familiar books and print material.

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.2.6.3.1	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and		
LA.2.6.3.2	- identify types of mass communication (e.g., film, newspapers, radio, digital technology).		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:	
- identify feelings suggested by nonprint media (e.g., graphics, music); and - identify two types of mass communication (e.g., television, radio, newspaper).	- recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music); and - identify one type of mass communication (e.g., television, radio, newspaper).	- respond to familiar nonprint media (e.g., videos, music); and - respond to one familiar type of mass communication (e.g., television, radio).	

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.2.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.2.6.4.2	- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.		
Access Points for Students with Significant Cognitive Disabilities			
<i>Independent.</i> The student will:	<i>Supported.</i> The student will:	<i>Participatory.</i> The student will:	
- use technology resources (e.g., interactive books, software, hardware) to support learning; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, and words.	- use technology resources (e.g., interactive books, software, hardware) to support learning; and - use digital tools (e.g., writing, drawing software) to produce pictures or letters.	- use technology resources to support learning; and - use an input device (e.g., keyboard, switches, joystick) to interact with a technology resource.	