

Language Arts - Grade 2

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessments	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
Standard 1: Reading Process						
Goal 1.1: Acquire Concepts About Print	2.LA.1.1.1 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.	• Demonstrate knowledge of print conventions: end-punctuation, paragraphing, bold print and dialogue	• Recognize and demonstrate knowledge of end punctuation, bold print, and dialogue. • Recognize that a paragraph begins with an indentation.	period • question mark • comma • exclamation mark • quotation marks • indent	• Teacher observation and questioning during oral reading for example: (voice inflection, phrasing, expression).	http://www.starfall.com/ http://www.learningpage.com
	2.LA.1.1.2 Locate information using alphabetical order to the second letter.	• Locate information using alphabetical order to the second letter.	• Determine when to use alphabetical order to second letter. • Demonstrate ability to use alphabetical order to the second letter. • Identify and use guide words in print. • Locate information in print using alphabetical order to the second letter.	glossary • dictionary • first • second • alphabetical • after • guide words • entry word • before	• Demonstrate the ability to alphabetize words to the second letter. • Use reference material to locate words in alphabetical order to the second letter.	http://www.learningpage.com http://www.enchantedlearning.com/alphabet/alphabeticalorder/ http://www.roythezebra.com/reading-games/alphabetical-order-1.html http://www.abcteach.com/free_abc_sort_form.php?word_list_id=86
Goal 1.2: Acquire Concepts About Text	2.LA.1.2.1 Identify different kinds of texts types.	• Identify different text types	• Identify narrative, expository and reference text. • Distinguish between fiction and nonfiction.	text • narrative (genre) • expository • fiction • nonfiction • reference	• Label text as narrative, expository or reference. • Label text as fiction or nonfiction.	http://www.starfall.com/ http://coreknowledge.org/CK/resrcs/lessons/2.htm
	2.LA.1.2.2 Identify titles, tables of contents, and chapter headings to locate information.	• Identify titles, tables of contents, and chapter headings to locate information.	• Locate and use information from title, table of contents, and chapter headings.	Title • table of contents • chapter headings	• Locate title, table of contents, and chapter headings in fiction and nonfiction books.	http://www.readinglady.com/mosaic/tools/Text%20Features%20Search.doc http://www.studyzone.org/testprep/e2topic.cfm?TopicID=317
	2.LA.1.2.3 Use information from simple graphs, charts and diagrams.	• Use information from simple graphs, charts and diagrams	• Identify the parts of a graph, chart and diagram. • Use information from graph, chart, diagram or table to answer questions.	graph • chart • diagram • title • symbol • graphics • tables • headings • key	• Use a graph, chart or diagram to answer questions	http://www.edhelper.com/
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.					
Goal 1.4: Acquire Decoding Skills Using Word Parts	2.LA.1.4.1 Use word patterns and/or word families to decode words in isolation and in context. (698.01.a)	• Use word patterns to decode word patterns in isolation and in context • Use word families to decode word families in isolation and in context	• Identify vowels and consonants. Identify word patterns and the function of vowels and consonants. • Use word patterns to decode unfamiliar words in isolation and in context. • Identify word families. Sort words into appropriate family. • Use word families to decode unfamiliar words in isolation and in context.	consonant clusters • digraphs • word families • consonants • vowels	• Teacher generated word lists. • Teacher generated word ladders. • Teacher observation of student reading decoded words in isolation and in context.	HMR - Phonics Survey http://www.readwritethink.org/materials/wordfamily/WordMattersWordsTheirWay CORE (Arena Press) phonics assessment. HM CORE Developmental Spelling Inventory. http://www.timrasinski.com/?page=presentations http://www.sounditout.com/ http://www.starfall.com/ http://www.learningpage.com http://www.enchantedlearning.com/Books/ http://www.internet4classrooms.com/skills-2nd-langbuilders.htm
	2.LA.1.4.2 Read abbreviations appropriate to grade level.	• Read abbreviations appropriate to grade level	• Read and understand the following common abbreviations: Sun. Sunday, Mon. Monday, Tues. Tuesday, Wed. Wednesday, Thurs. Thursday, Fri. Friday, Sat. Saturday, Jan. January, Feb. February, Mar. March, Apr. April, June, Jul. July, Aug. August, Sept. September, Oct. October, Nov. November, Dec. December, wk. week, yr. year	abbreviation	• Read teacher generated list orally: (e.g., Students sees Mon. student reads Monday)	Saxon Math Calendar Everyday Math Calendar HM Math Expressions Calendar http://www.education.com/activity/article/Make_Abbreviation_Book/
Goal 1.5: Acquire Decoding Skills Using Syllabication	2.LA.1.5.1 Identify chunks or small words to decode two and three syllable written words.	• Identify chunks or small words to decode multisyllabic words • Use syllabication to decode two and three syllable written words	• Clap syllable breaks given auditorally • Locate recognizable word patterns/ families in multisyllabic words	syllable • word families • word patterns • chunk	• Clap syllable breaks given auditorally • Diagram two and three syllable words	http://content.scholastic.com/browse/article.jsp?id=4330 http://www.starfall.com/ http://www.internet4classrooms.com/skills-2nd-langbuilders.htm

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Goal 1.6: Acquire Decoding Skills Using Context	2.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.	• Use pictures to aid in decoding new words	• Describe pictures in the story • Infer story vocabulary or new words using the pictures	context • infer • context clue	• Teacher observation during oral reading • What context clue helped you in understanding the unfamiliar word? • Cloze assessment	http://www.starfall.com/ http://www.edhelper.com/ http://www.learningpage.com
		• Use context clues to aid in decoding new words	• Identify known word parts in unknown words • Determine the meaning by rereading around the unknown word • Identify the unknown word in context			
Goal 1.7: Acquire Fluency	2.LA.1.7.1 Read at least 300 regular and irregular sight words fluently.	• Read at least 300 regular and irregular sight words fluently (Fry or Dolch sight word list)	• Recall the first 150 sight words with automaticity in isolation within 3 seconds. • Memorize the next 150 sight words. • Recall 300 sight words with automaticity in isolation within 3 seconds. • Read sight words fluently in context.	automatic	• Read lists of sight words fluently. • Read Fry phrases. • Teacher observation during oral reading.	http://www.learningbooks.net/ http://www.usu.edu/teachall/text/reading/Frylist.pdf http://www.mrsperkins.com/dolch.htm http://www.timrasinski.com/?page=presentations http://www.internet4classrooms.com/skills-2nd-langbuilders.htm
	2.LA.1.7.2 Read aloud Grade 2 text fluently with at least 94 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).	• Read aloud Grade 2 text fluently with at least 94 correct words per minute	• Practice reading Grade 2 text with rate, accuracy (90%), and prosody. • Practice timed oral reading Grade 2 text with rate, accuracy (90%), and prosody.	rate • prosody • expression	• Use AIMSweb probes and progress monitoring. • Use DIBELS probes and progress monitoring. • Read Fry phrases fluently. • Read isolated grade level text fluently.	http://www.learningbooks.net/ http://www.usu.edu/teachall/text/reading/Frylist.pdf http://www.mrsperkins.com/dolch.htm aimsweb http://www.starfall.com/Six Minute Solutions https://dibels.uoregon.edu/ Read Naturally www.readnaturally.com
Goal 1.8: Vocabulary and Concept Development	2.LA.1.8.1 Identify simple prefixes, suffixes, and contractions to determine the meaning of unknown words.	• Identify simple suffixes to determine the meaning of unknown words	• Identify and locate base words. • Recognize and develop an understanding of suffixes and their meanings: -ed past-tense, -er comparative, -est comparative, -ing present participle, -s/-es more than one.	suffix • base word • prefix • contraction • apostrophe	• Ask students to define words using the meanings of suffixes and/or prefixes i.e. beautiful - full of beauty • Identify the two words that form the contraction	http://www.learningpage.com prefixsuffix.com *teacher reference http://www.educationalrap.com/72/prefixes-suffixes-and-roots.html http://www.internet4classrooms.com/skills-2nd-langbuilders.htm
		• Identify simple prefixes to determine the meaning of unknown words	• Recognize and develop an understanding of prefixes and their meanings: mis- wrongly, pre- before, re- again, un- not.			
		• Identify contractions to determine the meaning of unknown words	• Recognize and develop an understanding of contractions and their meanings. Identify the two words that form the contraction.			
	2.LA.1.8.2 Identify common antonyms, synonyms, and homonyms to determine meaning of words.	• Identify common antonyms to determine the meaning of words	• Recall common antonyms, synonyms and homonyms.	antonyms • synonyms • homonyms	• Ask students to match columns of antonyms, synonyms, and homonyms. • Given a sentence or paragraph, use antonyms, synonyms, and homonyms to rewrite.	http://www.edhelper.com/ http://www.learningpage.com http://www.busyteacherscafe.com http://www.quia.com/jg/1055.html http://www.cooper.com/alan/homonym_list.html http://www.songsforteaching.com/earthtone/homonym.htm
		• Identify common synonyms to determine the meaning of words	• Define the meaning of common antonyms, synonyms and homonyms.			
• Identify common homonyms to determine the meaning of words		• Use common antonyms, synonyms and homonyms as a reading strategy to determine the meanings of words.				
2.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 2 content area text.	• Identify and establish academic vocabulary related to Grade 2 content area text	• Establish vocabulary through prior knowledge, visual aides and content area text.	(Content specific words)	• Student will match words with definitions. • Student will write a sentence using the unfamiliar word correctly. • Student will write an expository paragraph on topic using vocabulary words. • Use a cloze procedure.	http://www.starfall.com/ http://www.edhelper.com/teachers/graphic_organizers.htm http://www.learningpage.com http://www.busyteacherscafe.com	
2.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	• Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	• Recall alphabetical order and dictionary/glossary format. • Explore dictionary and glossary usage to define and confirm meaning of unknown words.	dictionary • glossary • define • alphabetical order • definition • guide words • entry word	• Student will match unknown words with definitions found in a dictionary. • Is this word used correctly in the sentence? Use the dictionary to find out.	http://www.edhelper.com/ http://www.busyteacherscafe.com	

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Standard 2: Comprehension/Interpretation						
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	2.LA.2.1.1 Tell the purpose for reading different kinds of text, including paragraphs.	• Explain the purpose for reading different kinds of text	• Recall purposes of text. • Demonstrate the purpose of various kinds of text.	expository • narrative • information • persuade • entertain • purpose	• Student will orally state purpose for reading different kinds of text. • Student will write a journal entry to state the purpose for reading different kinds of text.	http://www.starfall.com/
	2.LA.2.1.2 Participate in connecting the information and events in texts to self, to the world, and to other texts.	• Connect the information and events in texts to self, to the world, and to other texts.	• Read text and activate prior knowledge • Compare text to self, text to world and text to text	text to self • text to world • text to text connection • relationship • relate	• Teacher observation of oral responses. • Student will write a reading response journal.	http://www.learningpage.com http://www.busyteacherscafe.com http://forpd.ucf.edu/strategies/stratText.html http://alex.state.al.us/lesson_view.php?id=5545 http://sitemaker.umich.edu/christinaherr/files/elaborated_lp_1.doc http://www.educationoasis.com/curriculum/LP/RE/text-to-world_connection.htm
	2.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.	• Draw conclusions based on information gathered from pictures and print.	• Predict what the story might be about based on pictures • Read and discuss text (questioning) • Summarize text using pictures and print • Infer meaning of pictures and print • Formulate conclusions based on inferred meaning of pictures and print	infer • summarize • conclude • conclusion • discuss	• Student will read a story and answer the questions by combining pieces of information with own experiences. (inference) • Student will participate in a discussion using pictures and print to draw conclusions.	HMR Weekly skills test http://www.learningpage.com http://www.philtulga.com/Riddles.html
Goal 2.2: Acquire Skills to Comprehend Expository Text	2.LA.2.2.1 Identify the main idea, problem and solutions in expository text to support comprehension.	• Identify the main idea, details and problem/solution in expository text to support comprehension.	• Read and discuss expository text • Identify main idea and details to support comprehension • Identify problem and solution • Develop an understanding of story main idea, details and problem/solution	main idea • problem • solution • detail	• Student will fill in a graphic organizer using expository text. • After reading a paragraph, student will identify the main idea, problem and solution.	http://www.edhelper.com/ http://www.learningpage.com http://www.enchantedlearning.com/School/ http://www.busyteacherscafe.com
	2.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read.	• Answer questions (who, what, when, where, why, how) about expository text, heard or read.	• Read to recognize story elements • Examine story elements to answer questions (who, what, when, where, why, how) about expository text heard or read • Formulate answers to story element questions	expository • story elements • setting • place • time • characters	• Student will fill in a story map for expository text. • Student will answer who, what, where, when, why, and how questions in a discussion.	http://www.edhelper.com/teachers/graphic_organizers.htm http://www.learningpage.com http://www.enchantedlearning.com/School/
	2.LA.2.2.3 Identify facts and sequence important information from expository text into a logical order to retell facts.	• Identify facts from expository text. • Sequence important information from expository text into a logical order to retell facts.	• Read sequential expository text. • Recount main idea, story details and important facts	main idea • retell • sequential order • logical	• Student will list detail from an expository text. • Student will put a series of facts in sequential order according to the expository text. • Sample: Use a flow map or other graphic organizer	http://www.edhelper.com/teachers/graphic_organizers.htm http://www.learningpage.com http://www.enchantedlearning.com/School/
			• Sequence and retell facts in a logical order.			
2.LA.2.2.4 Follow two-step written directions.	• Follow two-step written directions.	• Read two-step written directions • Transfer into appropriate actions	directions	• Teacher observation - • Student will read and follow a two-step direction.		
Goal 2.3: Acquire Skills for Comprehending Literary Text	2.LA.2.3.1 Identify differences in fiction or non fiction.	• Identify differences in fiction or non fiction text	• Identify fiction and non fiction text • Discuss differences between fiction and non fiction text • Compare and contrast fiction and non fiction text using context clues	fiction • nonfiction	• Student will list clues that explain why he/she identified the text as fiction or non fiction. • Given different types of text, student will be able to identify fiction from non fiction and explain why.	http://www.starfall.com/
	2.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud.	• Orally identify and describe the characters in a story that is read aloud.	• Listen to the story selection • Identify and describe the characters in the story • Oral presentation to teacher/peers/partners/class	main characters • character traits • describe • who • what	• Teacher observation of a Think, Pair, Share. • Student will give an oral presentation to teacher/peers/partners/class.	http://www.starfall.com/ http://www.edhelper.com/teachers/graphic_organizers.htm http://www.busyteacherscafe.com http://ole.spsd.sk.ca/DE/PD/instr/strats/think/*teacher resource Think, Pair, Share

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	2.LA.2.3.3 Identify the setting in a story heard or read aloud.	• Identify the setting in a story heard or read aloud.	• Read or listen to the story • Identify and discuss the setting in a story (time and place)	setting • when • where	<ul style="list-style-type: none"> Given an oral/written text, student will draw a picture of the setting with correct details. Given a picture, student will fix incorrect details of setting. Student will orally identify the setting of a story. Student will recreate the setting of a story 3-dimensionally. 	http://www.starfall.com/ http://www.learningpage.com http://www.enchantedlearning.com/School/ http://www.busyteacherscafe.com
	2.LA.2.3.4 Retell basic plots of literary text.	• Retell basic plots of literary text.	• Recall beginning, middle, and end • Discuss plot and problem of literary text	plot • problem • recall • why • how	<ul style="list-style-type: none"> Teacher observation of a Think, Pair, Share. Student will complete a story map. Student will orally retell the plot of a story to a teacher/peer/class. Student will present/write a book report. 	http://www.edhelper.com/ http://www.busyteacherscafe.com http://olc.spsd.sk.ca/DE/PD/instr/strats/think/ *teacher resource Think, Pair, Share
Standard 3: Writing Process						
Goal 3.1: Acquire Prewriting Skills	2.LA.3.1.1 Generate ideas using prewriting strategies (e.g., journaling).	• Generate ideas using prewriting strategies (e.g., journaling).	<ul style="list-style-type: none"> Review and discuss prewriting strategies (ex: spider web, Venn diagram, journaling) Identify audience and purpose Generate ideas using prewriting strategies 	graphic organizer • purpose • journaling	<ul style="list-style-type: none"> Student will produce a graphic organizer. Student will generate idea lists. Student will draw pictures. Student will write/draw in a journal. 	http://www.edhelper.com/teachers/graphic_organizers.htm http://www.enchantedlearning.com/School/ http://www.readwritethink.org/lessons/lesson_view.asp?id=221 6-Trait Writing Step Up to Writing 4 Blocks Writing
	2.LA.3.1.2 Identify the main idea.	• Identify the main idea.	<ul style="list-style-type: none"> Generate possible topics Identify the main idea to be used in writing 	main idea • brainstorm	<ul style="list-style-type: none"> Student will list 3 main ideas that can be used to write about. Student will brainstorm possible topics for a main idea. Student will identify the main idea to be used in writing. Student will use a journal to make a list of possible main ideas. 	http://www.edhelper.com/ http://www.learningpage.com 6-Trait Writing Step Up to Writing 4 Blocks Writing
	2.LA.3.1.3 Identify strategies for planning and organizing writing.	• Identify strategies for planning and organizing writing.	<ul style="list-style-type: none"> Discuss and construct planning and organizing prewriting strategies. (e.g. brainstorming, graphic organizers, charts, sequencing, journaling) Identify planning and organizing strategies for writing. 	strategy • flow chart • graphic organizer	<ul style="list-style-type: none"> Student will create a graphic organizer. Student will orally list prewriting strategies to plan and organize writing. 	http://www.edhelper.com/ http://www.enchantedlearning.com/School/ 6-Trait Writing Step Up to Writing 4 Blocks Writing
	2.LA.3.1.4 Identify an appropriate writing format for audience.	• Identify an appropriate writing format for audience.	<ul style="list-style-type: none"> Identify audience Identify the purpose for writing Recall writing formats (See Standard 4) Select appropriate writing format 	audience	<ul style="list-style-type: none"> Given an audience and purpose, the student identifies an appropriate format 	6-Trait Writing Step Up to Writing 4 Blocks Writing
Goal 3.2: Acquire Skills for Writing a Draft	2.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	• Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	<ul style="list-style-type: none"> Select appropriate ideas generated in prewriting Organize ideas into logical sequence with a main idea supported with details Compose a draft using a main idea with supporting details in a logical sequence 	main idea • supporting details	<ul style="list-style-type: none"> Write a draft with main idea and details 	http://www.brainpop.com/free_movies/ 6-Trait Writing Step Up to Writing 4 Blocks Writing
Goal 3.3: Acquire Skills for Revising a Draft	2.LA.3.3.1 Revise writing by adding, substituting, or retelling text.	• Revise writing by adding, substituting, or retelling text with assistance.	<ul style="list-style-type: none"> Examine rough draft Add/substitute/retell text to clarify meaning with assistance 	rough draft	<ul style="list-style-type: none"> Teacher observation of student participation in peer editing Teacher conferences 	http://www.readwritethink.org/lessons/lesson_view.asp?id=222 6-Trait Writing Step Up to Writing 4 Blocks Writing
	2.LA.3.3.2 Identify and add details to enhance audience understanding.	• Identify and add details to enhance audience understanding as a group.	<ul style="list-style-type: none"> Examine rough draft Add details to enhance audience understanding as a group 	details	<ul style="list-style-type: none"> Teacher observation of rough draft...add descriptive words and/or details to make text more interesting Teacher conferences Portfolios 	6-Trait Writing Step Up to Writing 4 Blocks Writing

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	2.LA.3.3.3 Use strategies to guide the revision process, (e.g., peer conference, teacher conference, rubrics).	• Use strategies to guide the revision process, (e.g., peer conference, teacher conference, rubrics).	• Know and use a rubric • Compare draft with rubric • Insert necessary details • Review draft with teacher or peer assistance	rubric	• Use a rubric to revise writing • Teacher observation of student peer conferences • Teacher conference	http://www.enchantedlearning.com/Books 6-Trait Writing Step Up to Writing 4 Block Writing
Goal 3.4: Acquire Skills for Editing a Draft	2.LA.3.4.1 Edit the draft for errors in simple spelling, capitalization, and punctuation.	• Edit the draft for errors in simple spelling, capitalization, and punctuation.	• Learn proofreading marks (e.g. case sensitive, end marks, delete, insertion). • Locate errors in simple spelling, capitalization, and punctuation. • Use appropriate proofreading marks to edit draft.	proofreading	• Edit a peer's writing using appropriate proofreading marks	6-Trait Writing Step Up to Writing 4 Blocks Writing
Goal 3.5: Acquire Skills to Publish Writing	2.LA.3.5.1 Publish and illustrate draft.	• Publish and illustrate draft.	• Rewrite to produce final draft. • Create a picture to illustrate draft.	publish • illustrate • final draft	• Publish and illustrate a final draft	6-Trait Writing Step Up to Writing 4 Blocks Writing
	2.LA.3.5.2 Share writing with intended audience.	• Share writing with intended audience.	• Identify different ways of sharing a final draft. • Select and practice a way of sharing a final draft. • Share final draft with intended audience.	share	• Share final draft with intended audience	6-Trait Writing Step Up to Writing 4 Blocks Writing
Standard 4: Writing Applications						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	2.LA.4.1.1 Write narratives based on personal experience that contain a main idea.	• Write narratives based on personal experience that contain a main idea.	• Recall a personal experience to write about. • Use a prewriting strategy to organize ideas. • Identify and describe main idea and supporting details. • Organize sequentially. • Compose draft of personal narrative. • Edit and publish.	personal narrative	Write a personal narrative that contains a main idea	http://coreknowledge.org/CK/resrcs/lessons/2.htm
	2.LA.4.1.2 Write simple rhymes, poems, or songs.	• Write simple rhymes, poems or songs.	• Identify types of poetry. • Use a prewriting strategy to generate ideas for a rhyme, song or poem. • Compose draft of rhymes, poems or songs. • Edit and publish.	poem specific vocabulary (Haiku, shape, etc)	• Produce a simple rhyme, poem and/or song	http://www.learningpage.com http://coreknowledge.org/CK/resrcs/lessons/2.htm http://www.brainpop.com/free_movies/
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	2.LA.4.2.1 Participate in writing a friendly letter.	• Participate in writing a friendly letter.	• Identify parts of a friendly letter (i.e. heading, greeting, body, closing, signature). • Identify the audience. • Use a prewriting strategy to create a friendly letter. • Compose draft of friendly letter. • Edit and publish.	friendly • letter • heading • greeting • body • closing • signature	• Write a friendly letter using correct format	http://www.starfall.com/ http://www.education.com/activity/all-grades/all-grades/writing/?cid=57000.0000021&s_kwcid=TC 8363 second%20grade%20writing%20activities www.handwritingforkids.com/C b 1789201855&gclid=CK6UkM1gJsCFRwDagodGXZ7dg
	2.LA.4.2.2 Write brief explanations or observations of real objects, persons, places, events, or processes.	• Write brief explanations or observations of real objects, persons, places, events, or processes.	• Use a prewriting strategy to produce a brief explanation or observation of real objects, persons, places, events or processes. • Organize details logically. • Compose a draft of a brief explanation or an observation. • Edit and publish.	observation	• Produce an expository piece using the writing process	http://www.learningpage.com
Goal 4.3: Acquire Persuasive Writing Skills	No objectives at this grade level.					
Goal 4.4: Acquire Skills for Literary Response	2.LA.4.4.1 Write or draw a response that identifies a text to self, text to world, and/or text to text connection.	• Write or draw a response that identifies a text to self, text to world, and/or text to text connection.	• Define text to self, text to the world, and/or text to text. • Read text. • Summarize text. • Relate and compare text to self, text to world, and/or text to text connection. • Write or draw a response.	response • text-to-text • text-to-self • text-to-world	• Write or draw a response to text comparing self to world and/or other text	
	2.LA.4.4.2 Write or draw a response to a literature selection that identifies the characters, setting, and main idea.	• Write or draw a response to a literature selection that identifies the characters, setting, and main idea.	• Read the selection. • Identify characters, setting and main idea. • Write or illustrate a response to the literature selection that includes the characters, setting, and main idea.	characters • setting • main idea	• Write or draw a response identifying characters, setting, and main idea in a story	http://www.edhelper.com/

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Standard 5: Writing Components						
Goal 5.1: Acquire Handwriting Skills	2.LA.5.1.1 Print with functional speed and maintain legibility.	• Print with functional speed and maintain legibility.	• Review and demonstrate legible handwriting while maintaining speed (e.g. size, spacing, slant, line). • Practice legible handwriting while maintaining speed.	legible	• Copy text legibly in a given amount of time	http://www.handwritinghelpforkids.com/worksheets.htm http://handwritingforkids.com/handwrite/manuscript/animation/lowercase.htm http://handwritingforkids.com/handwrite/manuscript/animation/uppercase.htm
Goal 5.2: Acquire Spelling Skills	2.LA.5.2.1 Spell correctly Grade 2 high-frequency words.	• Spell correctly Grade 2 high-frequency words. (See approved district list)	• Review 1st grade high-frequency words. • Recognize 2nd grade high-frequency words. • Memorize spelling of 2nd grade high-frequency words.		• Spelling test • Observation of application in daily work	http://www.sounditout.com/ http://www.teachnet.com/lesson/langarts/spellingwds040299.html http://www.clubbing.com/Pages/Games/GameList.aspx?game=Spelling_Bee
	2.LA.5.2.2 Spell correctly Grade 2 phonetically regular words with common spelling patterns.	• Spell correctly Grade 2 phonetically regular words with common spelling patterns.	• Identify spelling patterns. • Correctly spell Grade 2 phonetically regular words with common spelling patterns.		• Spelling test • Observation of application in daily work	http://www.sounditout.com/ http://www.education.com/activity/article/scrambled-letters/
	2.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.	• Apply spelling rules appropriate to grade level to spell accurately.	• Identify spelling rules appropriate to Grade 2. • Apply the spelling rules to correctly spell Grade 2 words.		• Spelling test • Observation of application in daily work	http://www.sounditout.com/ http://www.greatschools.net/cgi-bin/showarticle/800
Goal 5.3: Acquire Skills for Sentence Structure	2.LA.5.3.1 Identify the difference between an incomplete and a complete sentence.	• Identify the difference between an incomplete and a complete sentence.	• Identify parts of a sentence. • Recognize an incomplete and complete sentence. • Describe the difference between an incomplete and complete sentence.	subject • noun • predicate • verb • complete • incomplete	• Using sample sentences, identify the difference between an incomplete and a complete sentence	http://www.edhelper.com/
	2.LA.5.3.2 Use correct subject verb agreement in simple sentences.	• Use correct subject verb agreement in simple sentences.	• Identify the subject. • Identify the verb. • Determine singular and plural subject verb agreement. • Construct a simple sentence utilizing subject verb agreement.	singular • plural	• Examine a sample sentence to identify subject/verb agreement • Construct a simple sentence utilizing subject verb agreement	http://www.learningpage.com
Goal 5.4: Acquire Skills for Using Conventions	2.LA.5.4.1 Use capital letters for proper nouns.	• Use capital letters for proper nouns.	• Identify proper and common nouns. • Review the difference between capital and lower case letters. • Practice writing a proper noun with capital letter in various contexts.	proper noun • common nouns	• Using sample sentences, identify and capitalize proper nouns • Application in student writing	http://www.learningpage.com http://www.learningpage.com
	2.LA.5.4.2 Use ending punctuation, including question marks and exclamation points.	• Use ending punctuation, including question marks and exclamation points.	• Review usage and application of ending punctuation. • Write a complete sentence using appropriate ending punctuation. • Change one sentence type into another sentence type (i.e. statement to question).	period • question mark • exclamation point • exclamatory (exclamation) • interrogative (question) • declarative (statement) • imperative (command)	• Using sample sentences, identify correct ending punctuation • Change one sentence type into another sentence type (i.e. statement to question)	HMR Theme 2, T78
Standard 6: Communication						
Goal 6.1: Acquire Listening Skills	2.LA.6.1.1 Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	• Demonstrate the ability to listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	• Describe characteristics of a good listener (Eye contact, hands resting, feet still, ears listening and quiet mouth). • Determine the purpose or purposes of listening. • Demonstrate the ability to listen critically to determine the purpose or purposes of listening.	purpose • eye contact • hands resting • feet still • ears listening • quiet mouth	• Teacher observation	http://teachers.net/lessons/posts/1547.html
	2.LA.6.1.2 Listen for answers to specific questions and information presented orally.	• Demonstrate the ability to listen for answers to specific questions and information presented orally.	• Establish purpose for listening. • Listen and identify the specific questions and information necessary to respond to questions. • Listen to information given orally. • Respond to questions.	question • information • answer	• Answer appropriately when questioned	

Language Arts - Grade 2

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessments	Resources
	2.LA.6.1.3 Listen and follow multiple-step oral directions.	• Demonstrate the ability to listen and follow multiple-step oral directions.	• Listen to one-, two- or three-step directions. • Show understanding by following oral one-, two- and three-step directions.	step • directions	• Teacher observation • Product assessments (e.g. glyphs, science experiments, drawings)	http://www.abcteach.com/directory/basics/glyphs/
	2.LA.6.1.4 Listen to acquire information from a variety of sources.	• Demonstrate the ability to listen to acquire information from a variety of sources.	• Recall the characteristics of a good listener. • Discuss or answer questions about the acquired information.		• Teacher observation and oral discussion	http://www.uen.org/cc/uen/core/pub/displayCoreCourseLessonPlans.action?cld=4020&itemld=1459
Goal 6.2: Acquire Speaking Skills	2.LA.6.2.1 Ask for clarification and explanation of stories and ideas.	• Ask for clarification and explanation of stories and ideas.	• Acquire information through listening or reading. • Recognize which information needs clarification or explanation. • Produce written questions. • Produce questions orally.	explanation	• Produce questions orally	
	2.LA.6.2.2 Paraphrase information that has been shared orally by others.	• Paraphrase information that has been shared orally by others.	• Recall information that has been shared orally by others. • Select important information. • Paraphrase selected information that has been shared orally by others.	retell • paraphrase • summarize	• Retell shared information	Gossip Game
	2.LA.6.2.3 Stay on topic when speaking.	• Demonstrate the ability to stay on topic when speaking.	• Select topic. • Stay on topic while speaking.	topic	• Teacher observation of student speaking while staying on topic	
	2.LA.6.2.4 Retell stories or experiences that follow a logical sequence of events.	• Retell stories or experiences that follow a logical sequence of events.	• Recall stories or experiences. • Tell the sequence of events in logical order.	sequence • logical	• Retell a story in own words in a logical sequence	http://www.learningpage.com http://www.smbd.org/page.cfm?p=899
	2.LA.6.2.5 Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).	• Demonstrate the ability to speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).	• Recognize different forms of communication. • Identify the appropriate pace for the type of communication or audience. • Show appropriate pace while speaking.	pace • audience	• Speak appropriately for audience	http://www.uen.org/cc/uen/core/pub/displayCoreCourseLessonPlans.action?cld=4020&itemld=1459 http://www.lessonplanet.com/search?keywords=speaking+skills&rating=3&search_type=related http://www.aaronshp.com/rt/RTE.html http://www.teachingheart.net/readertheater.htm http://coreknowledge.org/CK/resrcs/lessons/2.htm
Goal 6.3: Acquire Viewing Skills	2.LA.6.3.1 Demonstrate awareness of different media.	• Demonstrate awareness of different media.	• Identify different types of media.	media • newspaper • television • movies • magazine • internet • books • photographs • pictures • theatre	• Identify different types of media	http://www.educationworld.com/a_lesson/lesson/lesson139.shtml http://www.carearts.org/lessons/visual_thinking_strategies.html
	2.LA.6.3.2 Determine main concepts and details from information viewed.	• Determine main concepts and details from information viewed.	• View information. • Identify main concepts and details.	main concept • details	• Identify main concepts and details of viewed information	
	2.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations.	• Participate in differentiating between real and imaginary in media presentations.	• Differentiate between real and imaginary while engaging in media presentations.	real • imaginary	• Label different media as real or imaginary	