

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Idaho Content Standards

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Idaho Content Standards

Language Arts

Grade 2 - Adopted: 2011

STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / BIG IDEA	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / BIG IDEA	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / BIG IDEA	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RL.2.10.	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.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure

GOAL		
GLE / BIG IDEA	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / BIG IDEA	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RI.2.10.	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.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Phonics and Word Recognition
GLE / BIG IDEA	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE	RF.2.3(d)	Decode words with common prefixes and suffixes.
OBJECTIVE	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.2.4(a)	Read on-level text with purpose and understanding.
OBJECTIVE	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / BIG IDEA	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD /	ID.CC.SL	Speaking and Listening Standards

COURSE	.2.	
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / BIG IDEA	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1(a)	Use collective nouns (e.g., group).
OBJECTIVE	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
OBJECTIVE	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE	L.2.1(f)	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).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Knowledge of Language
GLE / BIG IDEA	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
OBJECTIVE	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl)

		and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.6.	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).

Unit 1

Idaho Content Standards

Language Arts

Grade 2 - Adopted: 2011

STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / BIG IDEA	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / BIG IDEA	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / BIG IDEA	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / BIG IDEA	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RL.2.10.	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.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

GLE / BIG IDEA	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / BIG IDEA	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RI.2.10.	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.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Phonics and Word Recognition
GLE / BIG IDEA	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE	RF.2.3(d)	Decode words with common prefixes and suffixes.
OBJECTIVE	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.2.4(a)	Read on-level text with purpose and understanding.
OBJECTIVE	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards

CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / BIG IDEA	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / BIG IDEA	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1(a)	Use collective nouns (e.g., group).
OBJECTIVE	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
OBJECTIVE	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
OBJECTIVE	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE	L.2.1(f)	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).
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / COURSE	ID.CC.L.2.	Language Standards

CONTENT KNOWLEDGE AND SKILLS / GOAL		Knowledge of Language
GLE / BIG IDEA	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
OBJECTIVE	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
OBJECTIVE	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
OBJECTIVE	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.6.	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).

Unit 2

Idaho Content Standards
Language Arts
Grade 2 - Adopted: 2011

STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / BIG IDEA	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / BIG IDEA	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT		Craft and Structure

KNOWLEDGE AND SKILLS / GOAL		
GLE / BIG IDEA	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / BIG IDEA	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / BIG IDEA	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RL.2.10.	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.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / BIG IDEA	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / BIG IDEA	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RI.2.10.	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.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Phonics and Word Recognition
GLE / BIG IDEA	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.

OBJECTIVE	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE	RF.2.3(d)	Decode words with common prefixes and suffixes.
OBJECTIVE	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.2.4(a)	Read on-level text with purpose and understanding.
OBJECTIVE	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GLE / BIG IDEA	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / BIG IDEA	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT		Presentation of Knowledge and Ideas

KNOWLEDGE AND SKILLS / GOAL		
GLE / BIG IDEA	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / BIG IDEA	SL.2.5.	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.
GLE / BIG IDEA	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1(a)	Use collective nouns (e.g., group).
OBJECTIVE	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
OBJECTIVE	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
OBJECTIVE	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE	L.2.1(f)	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).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2(a)	Capitalize holidays, product names, and geographic names.
OBJECTIVE	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Knowledge of Language
GLE / BIG IDEA	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
OBJECTIVE	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

OBJECTIVE	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
OBJECTIVE	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.6.	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).

Unit 3

Idaho Content Standards
Language Arts
Grade 2 - Adopted: 2011

STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / BIG IDEA	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / BIG IDEA	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / BIG IDEA	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / BIG IDEA	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE		Range of Reading and Level of Text Complexity

AND SKILLS / GOAL		
GLE / BIG IDEA	RL.2.10.	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.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Phonics and Word Recognition
GLE / BIG IDEA	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE	RF.2.3(d)	Decode words with common prefixes and suffixes.
OBJECTIVE	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.2.4(a)	Read on-level text with purpose and understanding.
OBJECTIVE	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards

COURSE	.2.	
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / BIG IDEA	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / BIG IDEA	SL.2.5.	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.
GLE / BIG IDEA	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1(a)	Use collective nouns (e.g., group).
OBJECTIVE	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
OBJECTIVE	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE	L.2.1(f)	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).
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
OBJECTIVE	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Knowledge of Language
GLE / BIG IDEA	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE		Vocabulary Acquisition and Use

AND SKILLS / GOAL		
GLE / BIG IDEA	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
OBJECTIVE	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
OBJECTIVE	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
OBJECTIVE	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.6.	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).

Unit 4

Idaho Content Standards

Language Arts

Grade 2 - Adopted: 2011

STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / BIG IDEA	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / BIG IDEA	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / BIG IDEA	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / BIG IDEA	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature

CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RL.2.10.	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.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / BIG IDEA	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
GLE / BIG IDEA	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / BIG IDEA	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STANDARD / COURSE	ID.CC.RI.2.	Reading Standards for Informational Text
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RI.2.10.	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.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Phonics and Word Recognition
GLE / BIG IDEA	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE	RF.2.3(d)	Decode words with common prefixes and suffixes.

OBJECTIVE	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.2.4(a)	Read on-level text with purpose and understanding.
OBJECTIVE	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GLE / BIG IDEA	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / BIG IDEA	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify

		comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / BIG IDEA	SL.2.5.	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.
GLE / BIG IDEA	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1(a)	Use collective nouns (e.g., group).
OBJECTIVE	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
OBJECTIVE	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
OBJECTIVE	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE	L.2.1(f)	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).
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Knowledge of Language
GLE / BIG IDEA	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a

		known word (e.g., happy/unhappy, tell/retell).
OBJECTIVE	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
OBJECTIVE	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
OBJECTIVE	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.6.	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).

Unit 5

Idaho Content Standards

Language Arts

Grade 2 - Adopted: 2011

STANDARD / COURSE	ID.CC.RL .2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / BIG IDEA	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / BIG IDEA	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / COURSE	ID.CC.RL .2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Craft and Structure
GLE / BIG IDEA	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / BIG IDEA	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / BIG IDEA	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / COURSE	ID.CC.RL .2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	ID.CC.RL	Reading Standards for Literature

COURSE	.2.	
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RL.2.10.	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.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Phonics and Word Recognition
GLE / BIG IDEA	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE	RF.2.3(d)	Decode words with common prefixes and suffixes.
OBJECTIVE	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.2.4(a)	Read on-level text with purpose and understanding.
OBJECTIVE	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GLE / BIG IDEA	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT		Comprehension and Collaboration

KNOWLEDGE AND SKILLS / GOAL		
GLE / BIG IDEA	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / BIG IDEA	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / BIG IDEA	SL.2.5.	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.
GLE / BIG IDEA	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1(a)	Use collective nouns (e.g., group).
OBJECTIVE	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
OBJECTIVE	L.2.1(f)	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).
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT		Knowledge of Language

KNOWLEDGE AND SKILLS / GOAL		
GLE / BIG IDEA	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
OBJECTIVE	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
OBJECTIVE	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
OBJECTIVE	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.6.	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).

Unit 7

Idaho Content Standards

Language Arts

Grade 2 - Adopted: 2011

STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Key Ideas and Details
GLE / BIG IDEA	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / BIG IDEA	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / BIG IDEA	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE		Craft and Structure

AND SKILLS / GOAL		
GLE / BIG IDEA	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / BIG IDEA	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / BIG IDEA	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	ID.CC.RL.2.	Reading Standards for Literature
CONTENT KNOWLEDGE AND SKILLS / GOAL		Range of Reading and Level of Text Complexity
GLE / BIG IDEA	RL.2.10.	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.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Phonics and Word Recognition
GLE / BIG IDEA	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
OBJECTIVE	RF.2.3(d)	Decode words with common prefixes and suffixes.
OBJECTIVE	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
OBJECTIVE	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / COURSE	ID.CC.RF.2.	Reading Standards: Foundational Skills
CONTENT KNOWLEDGE AND SKILLS / GOAL		Fluency
GLE / BIG IDEA	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.2.4(a)	Read on-level text with purpose and understanding.
OBJECTIVE	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
OBJECTIVE	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Types and Purposes
GLE / BIG IDEA	W.2.1.	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.
GLE / BIG IDEA	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GLE / BIG IDEA	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of

		events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Production and Distribution of Writing
GLE / BIG IDEA	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / COURSE	ID.CC.W.2.	Writing Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Research to Build and Present Knowledge
GLE / BIG IDEA	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1(a)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Comprehension and Collaboration
GLE / BIG IDEA	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / BIG IDEA	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / COURSE	ID.CC.SL.2.	Speaking and Listening Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Presentation of Knowledge and Ideas
GLE / BIG IDEA	SL.2.5.	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.
GLE / BIG IDEA	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD / COURSE	ID.CC.L.2.	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1(a)	Use collective nouns (e.g., group).
OBJECTIVE	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).

OBJECTIVE	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
OBJECTIVE	L.2.1(f)	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).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Conventions of Standard English
GLE / BIG IDEA	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
OBJECTIVE	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Knowledge of Language
GLE / BIG IDEA	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
OBJECTIVE	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
OBJECTIVE	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / COURSE	ID.CC.L.2	Language Standards
CONTENT KNOWLEDGE AND SKILLS / GOAL		Vocabulary Acquisition and Use
GLE / BIG IDEA	L.2.6.	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).