

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.1.01 Develop oral language							
	2.1.01 a	Goal 3, Objective 3 Goal 4, Objective 3		I	The learner will show evidence of expanding oral language through vocabulary growth.		Units 1-6
	2.1.01 b	Goal 3, Objectives 3,4		I	The learner will continue to implement rules for conversation.	IR 45: Participate in Discussion	Units 1-6
	2.1.01 c	Goal 3, Objective 4		I	The learner will understand, follow, and give oral directions.	IR 48: Listen To Follow Directions	Units 1-6
	2.1.01 d	Goal 3, Objective 3		I	The learner will participate in group discussion of various forms of	IR 45: Participate in Discussion	Units 1-6
	2.1.01 e	Goal 1, Objective 6 Goal 4, Objective 4		C	The learner will participate in creative responses to text (e.g., choral reading, discussion, dramatization, and interpret emotions of characters		Units 1-6
	2.1.01 f	Goal 3, Objective 4		I	The learner will respond to questions from teachers and other group	IR 44: Ask and Answer Questions IR 66: Divergent Questioning	Units 1-6
	2.1.01 g	Goal 3, Objectives 3,4		I	The learner will narrate a personal story.	IR 46: Tell an Original Story	Units 1-6
	2.1.01 h	Goal 3, Objectives 3,4		I	The learner will summarize lesson content.		Units 1-6
2.1.02 Develop listening skills.							
	2.1.02 a, b	Goal 2, Objectives 1,4		I	The learner will use appropriate listening skills to listen attentively to a speaker for specific information.		Units 1-6
	2.1.02 c	Goal 2, Objectives 2,3 Goal 7, Objective 3		I	The learner will listen and respond to a variety of media (e.g., books, audio tapes, videos).	SR 14-16: Listening Work Station	Units 1-6
	2.1.02 d	Goal 1, Objectives 1,5 Goal 4, Objective 4, Goal 6, Objective 2		C	The learner will recognize the difference between formal and informal languages and understand colloquial expressions and idiomatic expressions.		Units 1,3,5,6
	2.1.02 e	Goal 2, Objectives 1,2		I	The learner will follow oral directions.	IR 48: Listen to Follow Directions	Units 1-6
2.1.03 Demonstrate knowledge of concepts of print.							
	2.1.03 a	Goal 5, Objective 6		I	The learner will read and explain own writings.		Units 1-6

SECOND GRADE

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.1.03 b	Goal 5, Objective 8		I	The learner will recognize a paragraph using indentation as the clue, recognize that groups of sentences make a paragraph and		Units 1-6	
	2.1.03 c	Goal 4, Objective 8 Goal 7, Objective 1	Unit 3	E	The learner will recognize and use parts of a book (e.g., title, author, illustrator, beginning and ending page numbers from a table of contents, dictionary or glossary).	Using library and trade books (small chapter books) and content area textbooks, students find number of chapters, chapter titles, beginning and ending page numbers of chapters. Practice finding words in a glossary. IR 20: Dictionary/Glossary	Units 1,3,5	
	2.1.03 d	Goal 5, Objective 2	Units 1,6	E	The learner will understand punctuation (e.g., period, question mark, exclamation mark).	Develop through writing: shared/interactive/journal, writing process.	Units 1,2,4, 5,6	CARE pp. 1-93 auditory-dictation

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.1.04 Develop and maintain phonemic awareness.							
	2.1.04 a	Goal 1, Objective 6 Goal 4, Objective 4 Goal 6, Objective 2		I	The learner will develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).	SR 16: Phonics Songs & Rhymes Listening Station SR 27: Poetry Work Station	Units 1-6
	2.1.04 b	Goal 4, Objective 2		I	The learner will add, delete, and change targeted sounds to modify or change words.	PH 80: Substituting Sounds	Units 1-6 CARE pp. 1-93 decoding/ word building
	2.1.04 c	Goal 1, Objective 6 Goal 4, Objective 4		I	The learner will identify and produce rhyming words, rhythm, repetition and humor in stories read or heard.	IR 3: Rhyming PH 73: Rhyme	Units 1,2,3,5
2.1.05 Develop and use decoding strategies.							
	2.1.05 a, b, c	Goal 4, Objectives 2,3	Units 1-6 Benchmarks 1-6	E	The learner will use strategies such as known words, knowledge of letter-sound correspondence, and structural analysis to decode unknown words.	After teacher models decoding strategies (e.g., chunking and word stretching), students build words with magnetic letters. Students make a flip book using beginning sound and phonogram. Read words to a partner. SR 4: Flip Book SR 5: Letter and Word Cards IR 11: Sound Out Words	Units 1-6 CARE pp. 1-93 decoding

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.1.05 d	Goal 1, Objective 7 Goal 4, Objectives 2,3,4	Units 5, 6	E	The learner will apply knowledge of basic syllabication rules (e.g., number of syllables in a word, double medial consonants (ladder), and two different medial consonants	PH 102-103: Syllable Patterns IR 14: Syllable Patterns	Units 5, 6 CARE pp. 64-66, 67-69, 70-72, 73-75, 76-78, 81, 82-84, 88-90, 91-93
2.1.06 Read to develop fluency, expression, accuracy and							
	2.1.06 a, b, e	Goal 3, Objectives 1,2,3,4,5 Goal 4, Objectives 6,9	Running Record	E	The learner will read a variety of text orally to develop fluency, expression, accuracy, and confidence.	Provide opportunities for students to reread text to self, peers, adults, and into a tape recorder. IR 21: Reading Fluency	Units 1-6
	2.1.06 c, d	Goal 3, Objectives 2,3,4,5 Goal 4, Objectives 2,3,5	Units 1-6 Benchmarks 1-6	E	The learner will participate in guided oral reading and demonstrate the automatic recognition of high frequency words.	During guided reading, students read softly while the teacher listens, assesses, and provides support as needed. LRRG A/B 6 IR 37: Guided Reading IR 60: Word recognition Checklist SR 6-10: Reading Work Stations	Units 1-6
	2.1.06 f	Goal 4, Objective 7		I	The learner will read independently daily.		Units 1-6

SECOND GRADE

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.1.07 Develop and extend reading vocabulary.								
	2.1.07 a	Goal 4 Objective 7 Goal 7 Objective 3	Units 1-6	E	The learner will build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.	As students read and listen to literature, teacher and students discuss text vocabulary and word meaning. SR 7-10: Reading Work Stations	Units 1-6	
	2.1.07 b	Goal 5, Objective 2	Unit 3 Benchmark 3	E	The learner will recognize common abbreviations and contractions.	During interactive writings, students identify and write common abbreviations and contractions. PH 97-97: Contractions	Unit 3	CARE pp. 40-42
	2.1.07 c, e	Goal 2, Objectives 2,3 Goal 3, Objective 3 Goal 4, Objectives 1,2,6		I	The learner will participate in shared reading and match oral words to print.		Units 1-6	
	2.1.07 d	Goal 1, Objective 5 Goal 4, Objectives 2,3		I	The learner will manipulate word families, word wall and word sorts.		Units 1-6	CARE pp. 1-93 auditory/ word building

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK	
	2.1.07 f	Goal 1, Objective 7 Goal 4, Objectives 2,3,4	Units 1-6 Benchmarks 1-6	E	The learner will determine the meaning of unfamiliar words using picture dictionary, picture clues, context clues and structural analysis, (e.g., prefixes and suffixes).	As unfamiliar words appear in text, teacher models strategies to help students determine word meaning. PH 100-101: Suffixes & Prefixes IR 19: Context Clues IR 20: Dictionary/Glossary IR 65: Modeling	Units 1-6	CARE - suffixes - ed pp. 16-18, 34-36, 37-39, 43-45, 75 - s - pp. 20-21, 34, 36, 67-69, 75 - es - pp. 20-21, 43-45, 67-69, 75 - ing - pp. 20-21, 30, 34-36, 37-39, 43-45, 70-72, 75 - er - est - pp. 46-48, 51, 55-57, 75 - ly - pp. 49-51, 75 - ful pp. 52-54, 75 - less - pp. 70-72, 73-75 - tion pp. 91-93 - prefixes pp. 76-78

SECOND GRADE

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.1.07g	Goal 1, Objective 7 Goal 4, Objectives 2,3,4	Units 1-6 Benchmarks 1-6	E	The learner will add endings to base words to make new words, double final consonant, drop final "e"; change "y" to "i"; change "f" and "fe" to "v".	Using a piece of student writing or a passage from a content area text, have students highlight words that have endings added to them. On a chart, students will list the word and the base word. PH 92-93: Word Structure	Units 1-6	CARE - Double final cons. - pp. 34-36, 48, 57, 75 Drop final "e" pp. 37-39, 48, 57, 75 - Change "y" to "i" pp. 25-27, 43-45, 48, 51 - Change "f" to "fe" to v - pp. 82-84 - er-est - pp. 46-48, 51, 55-57, 75
	2.1.07 h	Goal 1, Objectives 4,6,7 Goal 4, Objectives 2,3,4	Units 1-6	E	The learner will identify simple multiple-meaning words, synonyms, antonyms, and homonyms based on the appropriate meaning for the context.	After reading a text, teacher and students generate a list of synonyms, antonyms, or homonyms. Students use a T chart to list the words and their meanings.	Units 1-6	
	2.1.07 i	Goal 4, Objectives 2,3,4		C	The learner will build vocabulary through frequent read-alouds.		Units 1-6	

SECOND GRADE

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.1.08 Develop and use pre-reading strategies.								
	2.1.08 a	Goal 4, Objectives 1,2,3,4 Goal 7 Objectives 7,8,9	Unit 1 Benchmark 1	E	The learner will identify a purpose for reading.	Using a think-aloud, show students how to set a purpose and then read for that purpose. IR 71: Set Purposes	Units 1-6	
	2.1.08 b	Goal 1, Objectives 3,4,5,6		I	The learner will participate in activities to build background		Units 1-6	
	2.1.08 c	Goal 1, Objectives 3,4,5,6	Unit 1 Benchmark 1	E	The learner will make predictions about text.	Read a selection, stopping just before a major event to encourage students to tell what they think will happen next. Record student responses and revisit predictions after completing the selection. IR 22: Predicting IR 79: Graphic Organizer	Units 1-6	
	2.1.08 d	Goal 1, Objectives 6,7		I	The learner will use illustrations to preview text.		Units 1-6	
	2.1.08 e	Goal 5, Objectives 4,5,7 Goal 7, Objectives 2,3		I	The learner will create graphic organizers (e.g., KWL, webs, lists, story maps, charts).	IR 77-86: Graphic Organizers	Units 1-6	
	2.1.08 f	Goal 7, Objective 1 Goal 6, Objective 2		I	The learner will connect life experience to information and events in texts.		Units 1-6	
2.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.								
	2.1.09 a1	Goal 4, Objectives 5,8	Running Record	E	The learner will derive meaning while reading by employing self-correction strategies (e.g., rereading, asking for help).	As students read text aloud, the teacher models and supports students' efforts in self-correction strategies. IR 34: Self-Monitor/Fix-up	Units 1-6	
	2.1.09 a2	Goal 3, Objectives 2,3		C	The learner will derive meaning while reading by participating in discussions about text and relating		Units 1-6	

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.1.09 a3	Goal 1, Objectives 3,4,5,6	Unit 1 Benchmark 1	E	The learner will derive meaning while reading by predicting and adjusting outcomes during reading.	During reading, students stop to predict what they think will happen next. Students read on to confirm, revise, and make new predictions. IR 22: Predicting IR 79: Graphic Organizer	Units 1-6
	2.1.09 b1	Goal 1, Objectives 5,7	Unit 2 Benchmark 2	E	The learner will check for understanding by recalling sequence of events in a story.	Teacher and students generate a list of sequence words: <i>until, before, after, next, finally, at last, then</i> . After reading a selection, students draw and write the events in sequential order on a story map. IR 31: Sequence	Units 1-6
	2.1.09 b2	Goal 1, Objective 2	Units 2,6 Benchmarks 1,2,4,6	E	The learner will check for understanding by drawing conclusions based/making judgements on evidence gained while reading.	Read aloud a story such as "Goldilocks and the Three Bears." Stop frequently and ask students about the character's actions. Use a web to record judgements. IR 28: Drawing Conclusions IR 33: Making Judgments IR 78: Graphic Organizer	Units 1-6
	2.1.09 b3	Goal 1, Objectives 5,7	Units 2,3,4,6 Benchmarks 2-6	E	The learner will check for understanding by restating story events in order to clarify and organize ideas.	Make a step book to show beginning, middle and end of a story. IR 23: Retelling-Summarizing	Units 1-6
	2.1.09 b4	Goal 1 Objectives 4,6,7	Unit 4	E	The learner will check for understanding by recognizing cause and effect.	Read a story that has obvious cause and effect relationships, such as " <i>If You Give a Mouse a Cookie</i> ." Ask <i>what happened? Why did it happen?</i> Students record causes and effects on a graphic organizer. IR 27: Cause and Effect	Units 1-6
	2.1.09 b5	Goal 1 Objective 3	Units 5, 6 Benchmarks 5, 6	E	The learner will check for understanding by recognizing the main idea / theme in picture books and texts.	Read or tell a familiar story (e.g., folk tales, fairy tales, fables). Ask students what the story was all about. On a graphic organizer, students write the main idea of the selection. IR 29: Main Idea IR 83: Graphic Organizer	Units 1-6
2.1.10 Introduce informational skills to facilitate learning.							

SECOND GRADE

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.1.10 a	Goal 4, Objective 8 Goal 7, Objectives 1,2,3		C	The learner will recognize outside resources (e.g., family and community).	Invite family and community members and programs into the classroom to discuss specific topics.	Units 1-6	
	2.1.10 b	Goal 4, Objective 8 Goal 7, Objective 1	Units 1,2,3,5,6	E	The learner will recognize a variety of graphic sources (e. g., books, magazines, maps, charts, diagrams, time lines and graphs).	As students study a specific topic in a content area, provide a variety of print sources from which they can pull information. Display materials in a work station for easy access. SR 29: Research Work Station	Units 1,2,3,5,6	
	2.1.10 c	Goal 4, Objective 8 Goal 7, Objective 1		C	The learner will understand the purpose of various reference materials (e.g., dictionary, encyclopedia).		Units 2,4,5,6	
	2.1.10 d	Goal 4, Objective 8 Goal 5, Objective 9 Goal 7 Objective 1		I	The learner will use graphic organizers to aid in understanding material from informational text.	IR 78: Concept Map IR 86: KWL Organizer SR 13: Informational Reading	Units 1-6	
	2.1.10 e	Goal 4, Objective 8 Goal 7, Objectives 1,2,3		C	The learner will visit libraries and check out appropriate materials.	SHR 3: Using the Library	Units 1-6	

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.1.11 Develop skills to facilitate reading to learn in a variety of content areas.							
	2.1.11 a	Goal 4, Objectives 4,5		I	The learner will develop content specific vocabulary.	IR 18: Semantic Map IR 78: Graphic Organizer	Units 1-6
	2.1.11 b	Goal 4, Objective 8 Goal 5, Objective 9 Goal 7, Objectives 1,3	Units 1-6	E	The learner will use text features to locate information (e.g., charts, maps, globes, and illustrations).	During reading of expository text, teacher continually models how to use text features to locate information. Use a variety of activities to practice locating and using information.	Units 1-6
2.1.12 Read independently for a variety of purposes.							
	2.1.12 a, b, c	Goal 1, Objectives 1,3 Goal 4, Objectives 7,8		I	The learner will read to gain information and to perform a task.		Units 1-6
	2.1.12 a,d,e,f	Goal 4, Objectives 2,3,4,6,7		I	The learner will read to expand vocabulary, build fluency, and for	SR 6-10: Reading Work Station	Units 1-6

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.1.13 Experience various literary and media genres.							
	2.1.13 a, c, f	Goal 4 Objective 9		I	The learner will read and view various literary and media genres (e.g., picture books, storybooks, fairy tales, folk tales, fables, nonfiction text, poetry, lyrics to songs).	Provide frequent visits to the media center for students to check out materials.	Units 1-6
	2.1.13 b	Goal 1 Objective 3 Goal 7 Objective 1	Unit 1-6	E	The learner will understand the main idea in a visual message (e.g., pictures, cartoons, posters).	Use a comic strip format to convey main idea and details about a selected topic.	Units 1-6
	2.1.13 d	Goal 1, Objective 5	Units 1,3,4,5,6 Benchmarks 1.3,4,5,6	E	The learner will identify characters, plot, and setting in print and non-print text.	Fold or divide a circle into fourths. Write the title and author in the first section; in each remaining section illustrate the characters, setting, and story solution. Write about	Units 1-6
	2.1.13 e	Goal 1, Objectives 3,7	Units 1, 5 Benchmark 6	E	The learner will recognize how the main character and other characters interact with each other and identify character traits (e.g., honesty, enthusiasm).	Paper Bag Activity: Illustrate the outside of a bag with the title and author of a story. On an index card draw and write the name of each character. On the back of each card, identify specific character traits. Store cards in the story bag. Share story bags with a peers.	Units 1-6
	2.1.13 g	Goal 1, Objective 1	Units 5, 6 Benchmark 1	E	The learner will determine whether the events in the reading selection are real or fantasy/fact or opinion and begin to recognize advertising techniques.	Students tell how the characters, events, or setting of a story are similar or different from things in the real world. Use a T chart to illustrate comparisons. IR 24: Realism and Fantasy IR 32: Fact and Opinion IR 81:Graphic Organizer	Units 1-6
	2.1.13 h	Goal 1, Objectives 4,5	Unit 3 Benchmarks 1, 4, 5, 6	E	The learner will compare and contrast different stories.	Use a Venn Diagram to compare and contrast stories. LRRG A/B 138: Venn Diagram IR 30: Compare and Contrast	Units 1-6
	2.1.13 i	Goal 1, Objective 4	Unit 4 Benchmark 6	E	The learner will determine the problem in a story and discover its solution.	Read " <i>Nate the Great</i> " or another book with a problem / solution. Summarize the problem(s) and the story solution and record responses on the graphic organizer. IR 26: Plot	Units 1-6

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.1.14 Develop and maintain a motivation to read.							
	2.1.14 a, e	Goal 7, Objective 1 Goal 4, Objective 8	C	The learner will self-select materials for check out from libraries/media centers, and classrooms.	SR 6-13: Reading Work Stations	Units 1-6	

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.1.14 b, f	Goal 3, Objectives 1,3		I	The learner will share literary experiences with others through favorite stories, poems and own		Units 1-6
	2.1.14 c, d	Goal 6, Objective 2		C	The learner will explore a wide variety of literature through read-alouds, tapes, and independent reading and identify favorite stories.		Units 1-6
	2.1.14 g, h	Goal 4, Objective 7		I	The learner will have daily opportunities to read.	SR 9: Self-Selected Books	Units 1-6
2.2.01 Use a variety of pre-writing strategies.							
	2.2.01 a, b, c	Goal 5, Objective 3	Units 1-6	E	The learner will construct graphic organizers to brainstorm ideas with teachers and peers, to write key thoughts, reactions, and observations in order to establish understanding.	Teacher models the use of graphic organizers in pre-writing. Use a semantic map to describe a fun place for children. Write the name of that place in the center of the organizer. Students write on the organizer things they would see, hear, taste, smell, and feel at their fun place. IR 50: The Writing Process: Prewrite IR 78: Graphic Organizer	Units 1-6
	2.2.01 d, e	Goal 5 Objective 9		C	The learner will use a variety of sources to gather information before selecting a focus for writing.	Provide students with a variety of print and non-print sources in order to gather information on a specific topic.	Units 1-6

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.2.02 Write for a variety of purposes.							
	2.2.02 a, b, c	Goal 5, Objective 6	Units 1-6	E	The learner will write to acquire and exhibit knowledge, to entertain, and to inform.	Provide a writing work station that will encourage students to write for a variety of purposes in all content areas. SR 17: Writing Work Station SR 20: Cross-Curricular Work Station IR 39. 41: Reader Response	Units 1-6
2.2.03 Show evidence of drafting and revision with written work.							
	2.2.03 a	Goal 5, Objectives 2, 3		C	The learner will compose first drafts using appropriate parts of the writing	IR 51: The Writing Process: Draft	Units 1-6
	2.2.03 b, c, d	Goal 5 Objectives 2,4	Units 1-6 Benchmarks 1-6	E	The learner will write in complete sentences arranging events in logical and sequential order using temporary spelling as necessary.	After discussing a topic, teacher and students use the sequence organizer to list events. Students use the organizer as they write. Encourage students to use sound stretching, word wall, and dictionary to assist with spelling. IR 51: The Writing Process: Draft IR 32: Sequence	Units 1-6
	2.2.03 e,f,g,h	Goal 5, Objectives 2,3,4	Units 1-6 Benchmarks 1-6	E	The learner will reread draft to clarify and refine the writing by incorporating suggestions from peers and teachers.	Students work with a partner to edit their writing. Encourage students to ask each other questions about their writing. IR 52: The Writing Process: Revise AH 112: Peer Assessment	Units 1-6
2.2.04 Include editing before the completion of finished work.							
	2.2.04 a, b, c	Goal 5, Objectives 2, 3	Units 1-6 Benchmarks 1-6	E	The learner will edit for complete sentences, apply elements of language, and correct spelling by using knowledge of letter sounds and	Model editing a piece of writing on an overhead transparency. Students work in pairs to edit own writing. IR	Units 1-6 CARE pp. 1-93 word building / dictation

SECOND GRADE

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.2.04 d	Goal 4, Objective 8 Goal 5, Objective 9 Goal 7, Objective 2	Units 1-6 Benchmarks 1-6	E	The learner will use classroom resources (i.e., word wall, picture dictionaries, teacher, peers, technology, and generated student books) to aid in proofreading.	Students write their own stories using a word processing program. Work with a partner to edit the writing. Encourage students to utilize word wall, books and dictionaries to assist in spelling.	Units 1-6	
	2.2.04 e	Goal 4, Objective 4		C	The learner will identify words or phrases that could be added to clarify	Model building sentences by adding words to describe and	Units 1-6	

SECOND GRADE

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES		ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.2.05 Evaluate own and others' writing.									
	2.2.05 a, b	Goal 5, Objective 3			C	The learner will use simple rubric to evaluate own and others writing through small group discussion and		Units 1-6	
	2.2.05 c	Goal 5, Objective 6			C	The learner will review personal collection to determine progress.	AH 108: Writing Log	Units 1-6	
2.2.06 Experience numerous publishing opportunities.									
	1.2.2.06 a,b,d, e	Goal 5, Objectives 4,5,6			C	The learner will create a variety of individual and classroom written work incorporating photographs or		Units 1-6	
	2.2.06 c	Goal 7, Objectives 2,3			C	The learner will use technology to publish writing.	SR 22: Technology Work Station	Units 1-6	
2.2.07 Write narrative accounts.									
	2.2.07 a, b, c	Goal 5, Objectives 5,6	Units 1,2,3		E	The learner will write group stories, narratives, and accounts of personal experiences with a beginning, middle, and end.	Through interactive writing activities, teacher and students compose group stories. Students write a narrative or personal experience story to practice strategies. IR 55: A Story About Me IR 80: Graphic Organizer	Units 1-6	
	2.2.07 d	Goal 5, Objective 1			I	The learner will create readable documents with legible handwriting.		Units 1-6	CARE handwriting

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.2.08 Write frequently across content areas.							
	2.2.08 a, b, c	Goal 5, Objectives 5,6		C	The learner will summarize and write concepts presented in science, social studies, and math (e.g., illustrations, sentences, paragraphs).	After reading a selection from a content area text, students will complete a graphic organizer to summarize concepts. IR 78.81.82, 86: Graphic	Units 1-6
	2.2.08 d	Goal 3, Objective 3	Units 1, 2	E	The learner will participate in shared writings about the arts and personal activities.	Through interactive writing activities, students and teacher write a group stories on chart paper. Stories focus on personal experiences. Display the writings for read-the-room activities.	Units 1-6
2.2.09 Write expressively using original ideas, reflections, and observations							
	2.2.09 a, e	Goal 5, Objectives 4,5	Units 1-6	E	The learner will dictate or write stories and poems with logical	IR 31: Sequence IR 80: Graphic Organizer	Units 1-6
	2.2.09 b, c	Goal 5, Objective 5	Units 1-4	E	The learner will write to express opinions and judgments.	Student write a letter to a peer giving reasons why he/she should read a specific book or play a specific sport. LRRG A/B 138: Write a letter to express an opinion. IR 57: Letter to Persuade	Units 1,2,3
	2.2.09 d	Goal 5, Objective 3		C	The learner will continue to maintain, with teacher assistance, samples of writings and drawings that express opinions and judgments (e.g.,	AH 110: About My Portfolio	Units 1-6
2.2.10 Write in response to literature.							
	2.2.10 a	Goal 5, Objective 4	Units 1, 2	E	The learner will describe setting, characters, and events in detail.	Fold paper into three parts. Write and/or draw pictures showing the setting, character, and events of a selected story. When charts are complete, students can write to summarize what they have learned. Students share their work.	Units 1-6
	2.2.10 b	Goal 5, Objective 5		C	The learner will write a different ending to a story.		Units 1-6
	2.2.10 c	Goal 5, Objective 6		C	The learner will write about a favorite character of favorite part of a story.		Units 1-6

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.2.10 d	Goal 5, Objectives 5,6		C	The learner will compose a note or questions for a favorite author.		Units 1-6
	2.2.10 e	Goal 5, Objective 4	Unit 3 Benchmark	E	The learner will summarize a story.	IR 23: Retelling/Summarizing IR 80: Graphic Organizer	Units 1-6
2.2.11 Write in a variety of modes and genres.							
	2.2.11 a	Goal 5, Objectives 1,6	Unit 6	E	The learner will write friendly letters, notes, invitations, and messages.	Place students' names in a box and have each student draw a name. Student writes a note, letter, message, or invitation to that person.	Units 1,3,4,6

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.2.11 b, d, e, f	Goal 5, Objectives 4,5,6	Units 1-6	E	The learner will write stories, descriptive sentences, poems, reports and journal entries with a logical sequence.	Students make a pop-up book to show beginning, middle, and end of a story. See appendix: Pop Up Book	Units 1-6
2.3.01 Demonstrate knowledge of standard English usage.							
	2.3.01 a	Goal 1, Objective 7 Goal 4, Objectives 3,4 Goal 5, Objective 2	Units 2, 3 Benchmark 3	E	The learner will use nouns appropriately (e.g., singular and plural, common and proper, possessives).	In a work station, provide cards with a noun on each. Using a three-column graphic organizer, students classify noun cards according to persons, places.	Units 2,3,5
	2.3.01 b	Goal 1, Objective 7 Goal 4, Objectives 3,4 Goal 5, Objective 2	Unit 3	E	The learner will use verbs appropriately (e.g., past and present tense, agreement, action and linking, irregular).	Teacher and students generate a list of verbs; challenge students to think of a different verb for each letter of the alphabet. Make an alphabet book by using a separate page for each letter of the alphabet. See	Unit 3
	2.3.01 c	Goal 1, Objective 7 Goal 4, Objective 4 Goal 5, Objective 2	Unit 5	E	The learner will use pronouns appropriately (e.g., pronoun case, subject and object agreement).	Students create a poster about themselves, a friend, or a family member. On the back of the poster tell what makes this person special. Use as many pronouns as possible. Share the poster with a partner who uses a highlighter to find the pronouns.	Unit 5
	2.3.01 d	Goal 1, Objective 7 Goal 4, Objectives 3,4 Goal 5, Objective 2	Unit 4	E	The learner will use adjectives appropriately (e.g., descriptive, comparative, superlative).	Given a picture, students work in pairs to write descriptive sentences. Students share their work.	Units 1,4,5,6
2.3.02 Demonstrate knowledge of standard English mechanics.							
	2.3.02 a	Goal 5, Objective 2	Unit 2	E	The learner will capitalize the first word of a sentence, names, pronoun "I", and proper nouns	Find articles in the newspaper or magazines. Students highlight words with capital letters and classify highlighted words: first word of a sentence, proper noun, pronoun I, etc.	Units 1, 2, 5 CARE auditory (dictation)

SECOND GRADE

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES		ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.3.02 b	Goal 5, 2	Objective	Unit 1	E	The learner will use correct punctuation at the end of declarative sentences, exclamatory sentences and questions.	Students draw a picture and write an advertisement for a favorite book. Write complete sentences with correct punctuation.	Units 1, 4	CARE auditory (dictation)
	2.3.02 c	Goal 5, 2	Objective	Unit 6	E	The learner will use commas correctly in a series of one-word items (e.g., apples, oranges, and pears), to punctuate dates within a sentence, and correctly punctuate the city and state in an address.	Students write a letter to a friend or family member about something that happened at school. Use commas correctly in the date, greeting, and closing. Have students correctly address the envelope.	Unit 6	

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
	2.3.02 d	Goal 5, Objective 2	Units 3, 5	E	The learner will form contractions using apostrophes.	On the board, teacher writes pairs of words that can form contractions. Students write the contractions and use it in a sentence. This activity can be played as a team relay. PH	Units 3, 5 CARE pp. 40-42
	2.3.02 e	Goal 5, Objectives 1,2,8		I	The learner will write letters and punctuation marks legibly in		Units 1-6 CARE handwriting
2.3.03 Demonstrate knowledge of standard English spelling.							
	2.3.03 a, b, c, d	Goal 1, Objective 6 Goal 4, Objectives 2,3 Goal 5, Objective 2		I	The learner will correctly spell high-frequency words, basic short vowel and consonant blend patterns, regular and irregular plurals appropriate to grade level.	Encourage students to use word walls, dictionaries, charts, and posters as references when they are writing. IR 13: High Frequency Word Wall	Units 1-6 CARE pp. 1-93 Auditory/word building
	2.3.03 e	Goal 4, Objective 8 Goal 5, Objective 9 Goal 7, Objective 3		C	The learner will use a dictionary to correctly spell words and verify spelling.	Provide easy access and several levels of dictionaries for student use (Pictionary, Junior Dictionary, etc).	Units 1-6
	2.3.03 f	Goal 1, Objectives 4,7	Unit 5	E	The learner will arrange words in alphabetical order to the second letter.	Students alphabetize selected high frequency words from the word wall.	Unit 5

SECOND GRADE

STATE ACCOMPLISHMENTS	KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	SCOTT FORESMAN MANUAL	C.A.R.E. HANDBOOK
2.3.04 Demonstrate knowledge of correct sentence structure.							
	2.3.04 a	Goal 2, Objective 3 Goal 3, Objective 4 Goal 5, Objective 2 Goal 6, Objective 2	Units 1, 3, 5	E	The learner will use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate correct word order).	Students work in pairs to write a paragraph. Students exchange papers with another group to edit for subject-verb agreement and use of pronouns.	Units 1,3,5 CARE dictation
	2.3.04 b, d	Goal 1, Objective 4 Goal 4, Objective 4 Goal 5, Objectives 2,4	Unit 1	E	The learner will distinguish between complete and incomplete sentences, and combine simple sentences into compound sentences.	Write several separate sentences on strips of paper. Cut the sentences in half (separating subjects and predicates), mix the papers, and have the students arrange the papers into complete sentences.	Units 1,6 CARE dictation
	2.3.04 c	Goal 2, Objective 3 Goal 3, Objective 4 Goal 5, Objective 2	Units 1-6	E	The learner will identify and use statements, questions, and exclamatory sentences in writing and speaking.	Students make a cube. On each side write directions for a different type of sentence, i.e., <i>question about your pet, statement about your teacher, exclamation about the fire drill, command about your homework</i> ; (give six choices, one on each side of the cube). With a partner, roll the cube; student responds orally with the type of sentence rolled. See appendix: Cube Pattern	Units 1-6 CARE dictation