# Task Analysis

**Duplin County**  
**2nd Grade**  
**English/Language Arts**

<table>
<thead>
<tr>
<th>Objective</th>
<th>The Learner Will...</th>
<th>Essential Vocabulary</th>
<th>Materials/Resources</th>
<th>Essential Questions</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 1.01-Use phonics knowledge and structural analysis (knowledge of syllables, suffixes, prefixes, and root words) to decode regular, multi-syllable words when reading text. | Match letter to sound  
- Chunk big words into:  
  smaller words (e.g. the word “air is in the word “chair”)
  parts of the words (compound words, digraphs, blends, etc...)  
- Decode patterns such as  
  r-controlled vowels (car/pet)
  cvc, cvvc,vcv patterns
  open syllables
  closed syllables
- Apply knowledge of root/base word and word endings (played)  
- Apply knowledge of suffixes
  -y, -ly, -ness, -s, -es, -ies, -ed, -ing, -tion, -less, -ment, -ful, -able
- Apply knowledge of prefixes (pretest)
  pre-, un-, dis-, re-, bi-
  Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (Core) | Syllable  
Multi  
Suffix  
Prefix  
Root/base word  
Meaning of the prefix or suffix and how it changes the word | Materials/Resources:  
K-2 Literacy Assessment Primary Spelling Inventory  
The War Between the Vowels and Consonants(RF)  
Wright Skills decodable texts by Wright Group (RF)  
Basal readers  
Teacher edition  
Alpha cards, letter tiles, magnetic letters, books on tape/CD, practice book, decode-able books, leveled readers, language handbooks, phonics dictionary | Essential Questions:  
What are the parts of the word?  
What are prefixes, suffixes? How do you identify them? Construct words with prefixes and suffixes.  
Assessments:  
1. [www.studyisland.com](http://www.studyisland.com)  
CORE phonics assessments  
3.[www.owen.k12.ky.us/trt/secondinternet.htm](http://www.owen.k12.ky.us/trt/secondinternet.htm) |
| 1.02-Read most high frequency and many irregularly spelled words accurately in text. | ● Recognize word parts to be able to decode high frequency/irregularly spelled words.  
● Read high frequency and irregularly spelled words. | High Frequency Irregular (Misspelled) | Materials/Resources:  
High Frequency Word Lists, Spelling Lists, Text Vocabulary  
Essential Questions:  
What sight words can I identify?  
Assessments:  
1. [www.studyisland.com](http://www.studyisland.com)  
2. Read words on K, 1, & 2 High Frequency Word lists.  
|---|---|---|---|
| 1.03-Self-monitor decoding by using letter sound knowledge of all consonants and vowels. | ● Disltinguish between vowels and consonants.  
● Decode:  
  Vowel Digraphs (oo, ew, ui,)  
  Diphthongs (oi, oy, ou, ow)  
  r or l controlled vowels (ar, er, ir, or, ur, al)  
  Beginning digraphs (wr, kn, gn)  
● Decode words using knowledge of consonants and vowels.  
Regularly spelled one syllable words (e.g., hop vs. hope, men vs. mean, fell vs. feel, bend vs. bead). (Core) | Vowel, consonant Digraphs  
Diphthongs  
Controlled vowels  
Looking through the word | Materials/Resources:  
K-2 Literacy Assessment 2009 Primary Spelling Inventory  
Basal readers  
Teacher edition  
Alpha cards, letter tiles, magnetic letters, books on tape/CD, practice book, decodeable books, leveled readers, language handbooks, phonics dictionary  
Essential Questions:  
What is a vowel? What is a consonant?  
How do I use letter sound knowledge to decode words?  
Assessments:  
1. [www.studyisland.com](http://www.studyisland.com)  
| 1.04-Apply knowledge of all sources of information meaning, language, graphophonics| → | to read a new text silently and independently. | langbuilders.htm |
| | | | 3. www.owen.k12.ky.us/trt/secondinternet.htm |
| | | | 4. www.sadlier-oxford.com/phonics/student.cfm |
| | | | | Materials/Resources: |
| | | | Basal readers |
| | | | “just-right” books (RW) |
| | | | Teacher edition |
| | | | Alpha cards, letter tiles, magnetic letters, books on tape/CD, practice book, decode-able books, leveled readers, language handbooks, phonics dictionary |
| | | | Essential Questions: |
| | | | Does that make sense? |
| | | | Does that sound like the way we talk? |
| | | | How do you decode words? |
| | | | How can you check yourself to see if you are reading correctly? |
| | | | Do I use a variety of cues to problem solve on text? Am I constantly monitoring how it sounds and does it make sense? |
| | | | What do I do if my comprehension breaks down while reading? (RW) |
| | | | Assessments: |
| | | | 1. www.studyisland.com |
| | | | 2. www.internet4classrooms.com/skills-2nd-langbuilders.htm |
| | | | 3. www.owen.k12.ky.us/trt/secondinternet.htm |
| | | | | Picture Cues Independently Silently |
### 1.05
**Use a variety of strategies and skills to read self selected text independently for 20 minutes daily.** Self selected text should be consistent with the student’s independent reading level.

- Choose books related to independent reading level (94% +)—according to ZPD from STAR testing.
- Read self selected text independently.

**Materials/Resources:**
- Books

**Essential Questions:**
Can/Why did you choose a/this book which is at your an independent reading? Is the book just right? 1. Only miss 1-2 words per section of text. 2. Understand what you’re reading; it’s making sense. 3. You have experience with this author, genre, or topic. 4. The reading goes pretty fast.

### 2.07
**Reading Level Independently**

<table>
<thead>
<tr>
<th>Self-select purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just-right books</td>
</tr>
</tbody>
</table>

**Assessments:**
1. [www.studyisland.com](http://www.studyisland.com)

### 2.01
**Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:**

- Determining purpose (reader’s and author’s)
- Identify author’s purpose:
  - entertain
  - inform
  - persuade
  - describe
- Predict what will happen using:
  - context clues
  - pictures
  - prior knowledge
- Evaluate your own reading by asking:

**Materials/Resources:**
- Plot Relationship Chart: Somebody...Wanted...But...So
  - Basal readers
  - Teacher edition
  - Alpha cards, letter tiles, magnetic letters, books on tape/CD, practice book, decode-able books, leveled readers, language handbooks, phonics dictionary

**Essential Questions:**
- Making predictions
- Asking questions.
- Locating information for specific reasons and purposes.
- Recognizing and applying text structure.
- Comprehending and examining author’s decisions and word choices.
- Determining fact and opinion.
- Recognizing and comprehending figurative language.
- Making inferences and drawing conclusions.

- do the words sound right?
- do the words look right?
- does what I am reading make sense?

Record fix-up strategies used during independent reading in a reading response journal. (CS 2.01)
- Locate information using:
  - Picture cues
  - Key words
- Distinguish the parts of a story:
  - Title
  - Subtitle
  - Captions the same author
  - Read information about the author
  - Read stories about the same topic by different authors
  - Identify and explain similes and metaphors (figurative language)
- Combine story clues and prior knowledge to
  - Table of Contents
  - Index
  - Glossary
  - Character
  - Setting
  - Plot
- Decide how the author’s word choice expresses meaning
  - Compare fact and opinion
- Engage in an author’s study
  - Read stories from Make inferences
- Make conclusions from the text based on evidence in the reading

How do I determine author’s purpose? How do I make a prediction? What are the different parts of the story? Do I have a movie playing in my mind as I read and think about this? Can I talk about what I’m reading? Can I summarize then retell? Do I know how to say what the big ideas (gist) of the passage are? (RW)

Assessments:
1. www.studyisland.com
2. www.internet4classrooms.com/skills-2nd-langbuilders.htm
3. www.owen.k12.ky.us/trt/secondinternet.htm
| 2.02-Use text for a variety of functions, including literary, informational, and practical. | - Read text for:  
  Enjoyment  
  Information  
  Following directions  
  Selecting choices  
  Mentor texts for immersion  
  - Distinguish between the different types of genres  
  - Use text for a variety of functions.  
  Introduce poetry by reading multiple examples. Lead students in analysis of the features that define that type of poetry. CS 3.01 | Auto-biography  
Non-fiction  
Realistic  
Fiction  
Poetry  
Fantasy  
Drama/ play/ reader’s theater  
Informational  
Biography  
All-about book  
How-to book | Materials/Resources:  
Books from different genres  
Essential Questions:  
What are different genres of stories? How do I apply text in a variety of ways?  
Assessments:  
1. [www.studyisland.com](http://www.studyisland.com)  

| 2.03-Read expository materials for answers to specific questions. | - Examine non-fiction literature for specific answers to specific questions  
Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe. (Core)  
Recognize most organizational patterns of nonfiction texts such as description, sequence, cause and effect, compare and contrast, and problem and solution. (CS-2.02) | Predict  
Confirm  
Fluency  
Paraphrase  
Sequential order  
Summarize  
Independent | Materials/Resources:  
Non-fiction books  
Essential Question:  
How do you find answers to specific questions in a non-fiction text?  
What is a report, persuasive piece, etc. (types of nonfiction genre)?  
Assessments:  
1. [www.studyisland.com](http://www.studyisland.com)  
### 2.04-Pose possible how, why, and what if questions to understand/interpret text.

- Create how, why, and what I questions to understand the meaning of text

**Pose** Create Questioning Setting a purpose

**Materials/Resources:**
- Examples of questions

**Essential Question:**
- How do I build how, why, and what questions to understand what I read?

**Assessments:**
1. [www.studyisland.com](http://www.studyisland.com)

### 2.05-Self-monitor own difficulties in comprehending independently using several strategies.

- Use phonemic awareness and structural analysis to self-monitor for correction
- Examine text using context clues
- Predict and validate predictions
- Reread for fluency growth, learn how to read punctuation
- Students will use think-aloud questioning as they read
- Use sequence of events to retell story
- Paraphrase story plot in a few sentences
- Self-monitor comprehension by various strategies

**Self-correct Plot Predictions Infer=background knowledge + text clues Context Clues Fluency Think-Aloud Independently Paraphrase Summarize big ideas**

**Materials/Resources:**
- Books

**Essential Question:**
- How do I analyze and select appropriate strategies to self-monitor my understanding independently?

**Assessments:**
1. [www.studyisland.com](http://www.studyisland.com)

### 2.06-Recall main idea, facts, and details from a text.

- Recall facts and details from text
- Examine text to name main ideas
- Recognize the supporting facts and details in a given text
- Identify information from a given text
- **Summarize then retell** (Create a fifteen-word summary of a familiar fairy tale.) CS 2.05
- **Given an article, write a summary.** CS 2.05?????

**Facts Details Main idea**

**Materials/Resources:**
- Books

**Essential Question:**
- How do I locate the main idea, facts, and details in a story?

**Assessments:**
1. [www.studyisland.com](http://www.studyisland.com)
2. Teacher made tests
<table>
<thead>
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<th>Description</th>
<th>Materials/Resources</th>
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<th>Assessments</th>
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</thead>
</table>
| **2.07**-Discuss similarities and differences in events, characters and concepts within and across texts. | - Illustrate knowledge of similarities and differences using multiple forms:  
  - Comparison paper  
  - text-to-text  
  - text-to-video  
  - text-to-self  
  - among genre  
  - text-to-world  
  - Venn Diagram (double and triple)  
  - Compare and contrast events, characters, and concepts. | Venn Diagram  
Similarities  
Differences  
Illustration  
Text  
Graphic organizer  
Compare  
Contrast | Materials/Resources:  
Basal readers, paper, pens  
**Essential Question:**  
How do I compare and contrast events, characters, and concepts within and across texts?  
**Assessments:**  
1. [www.studyisland.com](http://www.studyisland.com)  
3. [www.owen.k12.ky.us/trt/secondinternet.htm](http://www.owen.k12.ky.us/trt/secondinternet.htm) | |
| **2.08**-Interpret Information from diagrams, charts, and maps. | - Read and interpret information from:  
  - map key  
  - table  
  - legend  
  - graph  
  - diagram  
  - charts  
  - Recognize the importance of bold-printed words. | Map Key  
Legend  
Bold  
Table  
Text  
Diagram | Materials/Resources:  
Basal readers, books, maps, graphs, photos  
**Essential Question:**  
How do I interpret information from diagrams, charts, and maps?  
**Assessments:**  
1. [www.studyisland.com](http://www.studyisland.com)  
3. [www.owen.k12.ky.us/trt/secondinternet.htm](http://www.owen.k12.ky.us/trt/secondinternet.htm) | |
| **3.01**-Use personal experiences and knowledge to interpret written and oral messages. | - Apply prior knowledge and experiences to interpret:  
  - Lists  
  - Signs  
  - Messages  
  - Questions  
  - Problem/solution in stories  
  - Labels, Captions | Problem/conflict  
Solution  
Interpret  
Prior  
Knowledge  
Personal | Materials/Resources:  
Books  
**Essential Question:**  
How do I use my prior knowledge to help me understand what I read?  
**Assessments:**  
1. [www.studyisland.com](http://www.studyisland.com) | |
<table>
<thead>
<tr>
<th>Directions</th>
<th>Experiences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>Schema</td>
<td></td>
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<tr>
<td>Rules</td>
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</tbody>
</table>

### 3.02-Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience knowledge.

- Demonstrate knowledge of similarities and differences using multiple forms:
  - Connect story to real life moments
  - Venn Diagram (double and triple)
  - Compare stories to your life experiences. Describe how specific causes link key events or ideas together in a text (Core)

### Materials/Resources:
- Books, Paper, basal readers

### Essential Question:
How are _____ and _____ alike and different? How can you relate stories to your own experiences?

### Assessment:
1. [www.studyisland.com](http://www.studyisland.com)
3. [www.owen.k12.ky.us/trt/secondinternet.htm](http://www.owen.k12.ky.us/trt/secondinternet.htm)

### 3.03-Explain and describe new concepts and information in own words (e.g. plot, setting, major events, characters, author’s message, connections, topic, key vocabulary, key concepts, text features).

- State and explain the following information in your own words:
  - Summarize plot (what happened)
  - Setting (where and when)
  - Main events (action, problem and solution)
  - **Summarize then retell** (Create a fifteen-word summary of a familiar fairy tale.) CS 2.05

**Given an article, write a summary. CS 2.05?????**

- Characters (who)
- Author’s message (lesson to be learned)
- Connections
text-to-text
text-to-self
text-to-world
- Topic (main idea)
- Key Vocabulary (words needed to understand text)
- Key concepts (ideas needed for understanding)
- Text features:

### Materials/Resources:
- Books, Story Map pocket chart

### Essential Question:
How can I summarize then retell the story in my own words?

### Assessments:
1. [www.studyisland.com](http://www.studyisland.com)
<table>
<thead>
<tr>
<th>Item</th>
<th>Character’s response</th>
</tr>
</thead>
</table>
| **3.04** Increase oral and written vocabulary by listening, discussing and composing texts when responding to literature that is read and heard (e.g. read aloud by teacher, literature circles, interest groups, book clubs) | Identify, discuss and participate by using key vocabulary during various forms of reading (read aloud, shared reading, interactive reading, guided reading, teacher directed reading, literacy centers)  
- Respond to literature by using new vocabulary during journal writing/writer’s workshop  
- Apply new vocabulary using daily spoken language  
- Pose questions  
Understand word relationships.  
a. Build real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).  
b. Distinguish shades of meaning among related verbs (e.g., *toss, throw, hurl*) and related adjectives (e.g., *thin, slender, skinny, scrawny*). (Core) |

| Materials/Resources | Identify Discuss  
Participate, Various  
Respond Read Aloud  
Shared Reading  
Interactive Reading  
Guided Reading  
Teacher Directed Reading  
Literacy Centers |
|---------------------|--------------------------------------------------|
| Books, basal readers/ paper, chart to highlight voc. words being studied and used (RF)  
Mega Words(RF)  
Donovan’s Word Jar: Becoming a Word Sleuth (RF)  
Bringing Words to Life by Beck, McKeown, and Kucan (RF)  
Text Talk by Scholastic |

**Essential Question:**  
How can I use new vocabulary that I learned?  
**Assessments:**  
1. [www.studyisland.com](http://www.studyisland.com)  
3. [www.owen.k12.ky.us/trt/secondinternet.htm](http://www.owen.k12.ky.us/trt/secondinternet.htm)
### 3.05-Locate and examples of author’s view use of:
- Kinds of sentences (declarative, interrogatory, and exclamatory).
- Capitalization (titles, dates and days, names of countries).
- Punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).
- Use of paragraphs in texts and their effects on the reader.

**Genre(s) and specific word choices).**

<table>
<thead>
<tr>
<th>Locate and discuss various types of sentences within texts and student’s writings</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Declarative—statement sentences</td>
</tr>
<tr>
<td>- Interrogative—question sentences</td>
</tr>
<tr>
<td>- Exclamatory—exclamation sentences</td>
</tr>
<tr>
<td>- Imperative—commands</td>
</tr>
</tbody>
</table>

- Use knowledge of different types of sentences in written language
- Recognize and apply correct capitalization in reading and writing
  - Titles
  - Proper Nouns (days of the week, names, months of the year)
  - Beginning of a sentence
  - Recognize and apply correct punctuation in reading and writing
    - Periods, question marks, exclamation points, commas in dates, commas in the middle of sentences, quotation marks, commas in a series.
  - Recognize and apply correct paragraphs in reading and writing
    - Indent in writing
  - Recognize and identify different characteristics of genres
    - Fiction
    - Realistic Fiction
    - Nonfiction
    - Poetry
    - Drama
    - Mystery

**Materials/Resources:**
- Basal readers, written papers

**Essential Question:**
How does the author decide what to use in written texts?

**Assessments:**
1. www.studyisland.com
2. www.internet4classrooms.com/skills-2nd-langbuilders.htm
3. www.owen.k12.ky.us/trt/secondinternet.htm

### 3.06-Discuss the effect if

- Recognize, analyze, and give examples of nouns, verbs, ...

**Noun**

**Materials/Resources:**
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</tr>
</thead>
<tbody>
<tr>
<td>4.01</td>
<td>Use formal language and/or literary language in place of oral language patterns, as appropriate.</td>
<td>How can I use figurative language in my writing?</td>
<td>Student Writing, thesaurus</td>
<td>1. <a href="http://www.studyisland.com">www.studyisland.com</a> 2. <a href="http://www.internet4classrooms.com/skills-2nd-langbuilders.htm">www.internet4classrooms.com/skills-2nd-langbuilders.htm</a></td>
</tr>
<tr>
<td>4.02</td>
<td>Use expanded ______?? to generate synonyms for commonly overused words to increase clarity of written and oral communication.</td>
<td>What word can I use in place of _____?</td>
<td>None</td>
<td>1. <a href="http://www.studyisland.com">www.studyisland.com</a> 2. <a href="http://www.internet4classrooms.com/skills-2nd-langbuilders.htm">www.internet4classrooms.com/skills-2nd-langbuilders.htm</a></td>
</tr>
<tr>
<td>4.03</td>
<td>Read aloud with fluency and expression any text appropriate for early independent readers.</td>
<td>How do I read fluently and with expression?</td>
<td>None</td>
<td>1. Basal readers, books, readers’ theater scripts, old familiar texts</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Assessment Sites</td>
<td>Materials/Resources</td>
<td>Essential Question</td>
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<tr>
<td>4.04</td>
<td>Use oral communication to identify, organize, and analyze information.</td>
<td>- Participate in oral discussion with others for the purpose of dissecting information&lt;br&gt;  - Use clear/precise language&lt;br&gt;  - Take turns to speak&lt;br&gt;  - Stay on topic&lt;br&gt;  - Express your own opinions&lt;br&gt;  - Ask questions for clarification and further explanations&lt;br&gt;  - Use a variety of words to convey meaning</td>
<td>Paraphrase&lt;br&gt; Opinions&lt;br&gt; Topic&lt;br&gt; Variety</td>
<td>Paraphrase&lt;br&gt; Opinions&lt;br&gt; Topic&lt;br&gt; Variety</td>
</tr>
<tr>
<td>4.05</td>
<td>Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.</td>
<td>- Clarify and speak clearly to: communicate goal&lt;br&gt; complete task&lt;br&gt; - Demonstrate appropriate language used during small group work and large group presentation&lt;br&gt; Partners observe listening behaviors a for another student, using a checklist. Taking turns, the partners give each other specific feedback on listening behaviors. CS-2.08</td>
<td>Clarify&lt;br&gt; Communicate&lt;br&gt; Complete&lt;br&gt; Task&lt;br&gt; Demonstrate&lt;br&gt; Presentation</td>
<td>Clarify&lt;br&gt; Communicate&lt;br&gt; Complete&lt;br&gt; Task&lt;br&gt; Demonstrate&lt;br&gt; Presentation</td>
</tr>
<tr>
<td>4.06</td>
<td>Plan and make judgments about what to include in written products (e.g. narratives of personal experiences, Brainstorm writing topics</td>
<td>- Brainstorm writing topics&lt;br&gt; - Uses appropriate graphic organizers to: organize thoughts&lt;br&gt; plan ideas: based on genre being written&lt;br&gt; the style of text</td>
<td>Graphic Organizer&lt;br&gt; Genre&lt;br&gt; Text&lt;br&gt; Organize</td>
<td>Graphic Organizer&lt;br&gt; Genre&lt;br&gt; Text&lt;br&gt; Organize</td>
</tr>
</tbody>
</table>
| creative stories, skits based on familiar stories and/or experiences. | organizational plan of the genre | Use oral storytelling to rehearse what will be written. (WW) | Assessments: | www.studyisland.com  
www.internet4classrooms.com/skills-2nd-langbuilders.htm |
|---|---|---|---|---|
|  | 4.07-Compose first drafts using an appropriate writing process by:  
- Planning and drafting  
- Rereading for meaning  
- Revising to clarify and refine writing with guided discussion |  
- Plan for writing using various prewriting strategies  
  Oral storytelling (WW)  
  Sketching (WW)  
  Brainstorm  
  Graphic Organizers  
- Write different first drafts  
- Proof-read your work a someone else’s work  
- Get rid of irrelevant sentences  
  Add , delete sentences  
  Move sentences  
- Reread and make sure the focus is maintained throughout the story  
- Reread and make sure your story has a beginning, middle, and end  
- Add details to your story to elaborate illustrations | Brainstorm  
Prewriting, Various  
Strategy  
Proof-read  
Irrelevant  
Delete  
Focus  
Maintained  
Graphic  
Organizers  
Rehearse your story  
Telling story across my fingers | Materials/Resources: None  
Graphic Organizers  
Essential Question: How do I compose a written product using the writing process?  
Assessments: | www.studyisland.com  
www.internet4classrooms.com/skills-2nd-langbuilders.htm |
| 4.08-Write structured, informative presentations and narratives when given help with organizations. |  
- Outline a beginning, middle, and end  
  Use graphic organizers  
- Determine which information is significant for presentation  
Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., because, and, also), and provide a sense of closure. (Core)  
Write informative and explanatory texts in which they | Outline  
Beginning  
Middle  
End  
Graphic  
Organizers  
Significant  
Presentation  
persuade | Materials/Resources:  
Copies of graphic organizers  
Essential Question: How do I organize my formative writing for presentation?  
Assessments: | www.studyisland.com  
www.internet4classrooms.com/skills-2nd-langbuilders.htm |
| 4.09-Use media and technology to enhance the presentation of information to an audience for a specific purpose. | **Introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section. (Core)** | **Technology**  
Kid Pix  
Power Point  
Overhead Projector  
Video  
CD player  
Computer  
Smart Board  
Document Camera  
LCD Projector | **Materials/Resources:**  
Technology, Software  
**Essential Questions:**  
How do I utilize technology to enhance my presentation?  
**Assessments:**  
1. [www.studyisland.com](http://www.studyisland.com)  
| 5.01-Spell correctly using:  
- Previously studied words.  
- Spelling patterns.  
- Analysis of sounds to represent all the sounds in a word in one’s own writing. | **Use previously studied words correctly when writing**  
**Spell correctly using knowledge of:**  
- Syllables  
- Word Families  
- Spelling patterns  
- Letter/Sound relationships  
**Use strategies when spelling new and more difficult words:**  
- Recognizing word parts  
- Phonics skills | **Syllables**  
**Word Families**  
**Phonics**  
**Strategy**  
**Spelling Patterns** | **Materials/Resources:**  
Word Walls, Dictionaries  
**Essential Question:**  
How do I use word knowledge to spell words correctly?  
**Assessments:**  
1. [www.studyisland.com](http://www.studyisland.com)  
2. CORE phonics assessment  
| 5.02-Attend to spelling, mechanics, and format for final products in one’s own writing. | **Attend to spelling:**  
- Word Wall Words  
- High Frequency Words  
- Previously learned words | **High Frequency Words**  
**Mechanics**  
**Capitalization** | **Materials/Resources:**  
Word Walls, Dictionaries  
**Essential Questions:**  
What mechanics are needed in my writing?  
How do I assemble my writing? |
| 5.03-Use capitalization, punctuation, and paragraphs in one’s own writing. | • Recognize and apply correct capitalization in reading and writing
  
  1. Proper Nouns (days of the week/ months of the year, names)
  2. Beginning of a sentence
  3. Apply correct punctuation in writing

  1. Periods, question marks, exclamation points, commas in dates, commas in the middle of sentences, commas in a series, quotation marks
  2. Demonstrate correct usage of paragraphs in writing

  1. Indent
  2. Focusing on one topic | Capitalization
  
Punctuation
  
Sentence Formation
  
• Attend to format:
  
  1. Paragraph structure
  2. Margins | Punctuation
  
Paragraph
  
Margins
  
Sentence
  
Formation
  
Subject-Verb Agreement | Assessments:
  
1. [www.studyisland.com](http://www.studyisland.com)
  

| 5.04-Use the following parts of the sentence: | • Write sentences that contain:
  
  1. Subject (the who or what the sentence is about)
  2. Predicate (tells something about the subject)
  3. Modifier (an adjective modifies a noun; an adverb modifies a verb) | Subject
  
Predicate
  
Modifier
  
Adjective
  
Adverb
  
Noun
  
Verb | Materials/Resources: None

Essential Question:

How do I write a sentence that has a subject, predicate, and modifier?

Assessments:

1. [www.studyisland.com](http://www.studyisland.com)
  

3. [www.pbskids.org/readingrainbow/games/silly-sentence.htm](http://www.pbskids.org/readingrainbow/games/silly-sentence.htm)
| 5.05-Use editing to check and confirm correct use of conventions: | • Use editing checklists to check your papers Capitalization Punctuation Complete sentences | Edit Checklists Capitalization Punctuation Complete Sentences | Materials/Resources: None Editing Checklists 
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5.06-Use correctly in written products:</td>
<td>• Write correctly using commonly used plurals: s, es, ies • Use common contractions: Can’t, won’t, don’t, doesn’t, shouldn’t, couldn’t, he’ll, she’ll, we’ll, didn’t, etc...... • Demonstrate correct letter formation and appropriate spacing</td>
<td>Plurals Contractions</td>
<td>Materials/Resources: None Essential Questions: How can I make my writing better? What are the rules for making nouns plural? When should I use contractions in my writing? Assessments: 1. <a href="http://www.studyisland.com">www.studyisland.com</a> 2. <a href="http://www.internet4classrooms.com/skills-2nd-langbuilders.htm">www.internet4classrooms.com/skills-2nd-langbuilders.htm</a> 3. <a href="http://www.phonicsplay.co.uk/PondlifePlurals.html">www.phonicsplay.co.uk/PondlifePlurals.html</a></td>
</tr>
</tbody>
</table>
## Task Analysis
### Duplin County
### 2nd Grade
### Math

<table>
<thead>
<tr>
<th>Time /Objective</th>
<th>The Learner Will...</th>
<th>Essential Vocabulary</th>
<th>Materials/Resources</th>
<th>Essential Questions</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Year</strong></td>
<td><strong>1.01</strong> Develop number sense for whole numbers through 999. <strong>A)</strong> Connect model, number word, and</td>
<td><strong>A)</strong> Identify and demonstrate whole numbers 1-999 using a variety of ways: model, word, and number <strong>A)</strong> Use a variety ways to show numbers <strong>B)</strong> Use correct vocabulary when working with numbers/digits <strong>B)</strong> Read and write number words</td>
<td>Model Number line Least Greatest Variety Estimate Compare</td>
<td><strong>Materials/Resources:</strong> Number line, Chart, Unifix Cubes, Math Indicators pp. 5-19</td>
<td><strong>Essential Questions:</strong> How can you model numbers in a variety of ways? How do you read and write numbers? How can place value help you compare and order numbers?</td>
</tr>
<tr>
<td>Number using a variety of representations.</td>
<td>C) Model and identify one more and one less than any given number 1-999</td>
<td>Order Hundreds Chart Appropriate Place Value Identify Representations Demonstrate</td>
<td>How can you numbers be represented in different ways? What estimation strategies can you use to solve problems? How do you show place value in a variety of ways?</td>
<td></td>
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<tr>
<td>B) Read and write numbers.</td>
<td>C) Write numbers that come before and after any given number 1-999</td>
<td></td>
<td>Assessments:</td>
<td></td>
<td></td>
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<tr>
<td>C) Compare and order.</td>
<td>C) Compare and order numbers in a variety of representations:</td>
<td></td>
<td>1. <a href="http://www.studyisland.com">www.studyisland.com</a></td>
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<tr>
<td>D) Rename.</td>
<td>• Number line</td>
<td>2. Interval Assessments</td>
<td></td>
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</tr>
<tr>
<td>F) Use a variety of models to build understanding of place value (ones, tens, hundreds).</td>
<td>• Greatest-least</td>
<td>4. <a href="http://www.internet4classrooms.com/skills-2nd-mathbuilders.htm">www.internet4classrooms.com/skills-2nd-mathbuilders.htm</a></td>
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<td></td>
<td>• Hundred number chart</td>
<td>5. www1.center.k12.mo.us/EDTECH/edm/2.htm</td>
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</tbody>
</table>

### 3rd & 4th Nine Weeks

**1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts.**

| A) Represent fractions | A) Model ½, 1/3, ¼, 1/8 concretely and symbolically | Fractions Halves Thirds Fourths Whole Equal Parts |
| B) Compare fractions using models | B) Compare fractions using models | | Materials/Resources: Overheads of fraction bars, Fraction pies, Math Indicators pp. 20-36, Pattern blocks |
| C) Represent fractions with number words and parts of a set | C) Represent fractions with number words and parts of a set | | Essential Questions: How can you show fractional relationships to the whole? How do you write a fraction? |
| D) Model and explain combining fractions that are a part of a whole and parts of sets | D) Model and explain combining fractions that are a part of a whole and parts of sets | |
### (halves, thirds, fourths) concretely and symbolically.

**B) Compare fractions (halves, thirds, fourths) using models.**

**C) Make different representations of the same fraction.**

**D) Combine fractions to describe parts of a whole.**

| How do you compare fractions using models?  
| How many different representations of the same fraction can you show?  
**Assessments:**  
1. [www.studyisland.com](http://www.studyisland.com)  
2. Interval Assessments  
3. [www.allentownsd.org/EETT/secondgrade.html](http://www.allentownsd.org/EETT/secondgrade.html)  
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm)  

### All Year 1.03 Create, model, and solve problems that involve additions, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).

| Use a variety of problem solving strategies to determine possible solutions  
| Demonstrate and explain real life situations that include addition and subtraction of whole numbers and fractions  
**Fair share**  
**Equal share**  
**Remainders**  
**Left over**  
**Sum**  
**Difference**  
**Demonstrate**  
**Problem solving**  
**Addition**  
**Subtraction**  
**Materials/Resources:**  
Overheads of fraction bars, Fraction pies, Math Indicators pp.37-38  
**Essential Question:**  
What strategies can be applied to solve fraction problems?  
**Assessments:**  
1. [www.studyisland.com](http://www.studyisland.com)  
2. Interval Assessments  
3. [www.allentownsd.org/EETT/secondgrade.html](http://www.allentownsd.org/EETT/secondgrade.html)  
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm)  

### All Year 1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.

| Demonstrate and explain a variety of strategies for addition and subtraction using pictures, manipulatives, and numbers  
| Demonstrate renaming/borrowing in both addition and subtraction  
| Show efficient strategies to make appropriate estimate  
| Estimate sums and differences  
| Use estimation to justify the solutions  
**Inverse relationships**  
**Commutative property**  
**Property of zero**  
**Justify**  
**Sums**  
**Differences**  
**Rename**  
**Borrow**  
**Materials/Resources:**  
Pictures, Unifix Cubes, Base 10 blocks, Math Indicators pp. 39-40  
**Essential Questions:**  
How can you addition and subtraction with multi-digit numbers?  
How can you use effective estimation strategies to solve problems?  
How do relationships between operations help solve addition and subtraction problems?
| **C) Relationships between operations.** | **C) Analyze and explain strategies that incorporate the relationship between operations** | **Assessments:**
1. [www.studyisland.com](http://www.studyisland.com)
2. Interval Assessments
3. [www.allentowns.org/EETT/secondgrade.html](http://www.allentowns.org/EETT/secondgrade.html)
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm)
|---|---|---|
| **All Year**
**1.05** Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. | Select appropriate strategies to solve problems
- Solve problems using a variety of strategies such as modeling, composing and decomposing quantities, using doubles, making tens and hundreds, etc. | **Materials/Resources:**
- Tens/hundreds blocks, Math Indicators p. 41
**Essential Question:**
How could you use different strategies to develop and solve problems?
**Assessments:**
1. [www.studyisland.com](http://www.studyisland.com)
2. Interval Assessments
3. [www.allentowns.org/EETT/secondgrade.html](http://www.allentowns.org/EETT/secondgrade.html)
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm) |
| **1st Nine Weeks**
**1.06** Define and recognize odd and even numbers | Design sets of odd or even objects
- Explain why a set of objects is odd or even
- Distinguish between odd and even numbers in the real world | **Materials/Resources:**
- Unifix Cubes, Counter and other manipulatives, Math Indicators pp. 42-43
**Essential Question:**
How do you determine if a number is even or odd?
**Assessments:**
1. [www.studyisland.com](http://www.studyisland.com)
2. Interval Assessments
3. [www.allentowns.org/EETT/secondgrade.html](http://www.allentowns.org/EETT/secondgrade.html)
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm) |
| 1st, 2nd, & 3rd Nine Weeks | A) Recognize and identify characteristics of standard measurement  
A) Determine which unit of measurement is appropriate for length, height, width, distance  
A) Estimate the approximate length of objects  
B) Select and apply appropriate tool for determining accurate measurement  
B) Identify components on a thermometer  
B) Read and record temperatures on a thermometer  
B) Identify what the thermometer is counting by  | Length  
Height  
Width  
Distance  
Temperature  
Approximate  
Thermometer | Materials/Resources:  
Thermometer, Ruler, Yardstick, Meter Stick, Math Indicators pp. 44-45  
**Essential Question:**  
What instruments are used to measure length and temperature?  
How does estimation strategies help solve measurement problems?  
Assessments:  
1. [www.studyisland.com](http://www.studyisland.com)  
2. Interval Assessments  
3. [www.allentownsd.org/EETT/secondgrade.html](http://www.allentownsd.org/EETT/secondgrade.html)  
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm) |
| 3rd Nine Weeks | ● Differentiate between hour and minute hand and which hand to read first  
● Know how to count by fives and count the big numbers on the clock by fives when telling the minutes | Hour hand  
Minute hand | Materials/Resources:  
Clocks, Math Indicators pp. 46-47  
**Essential Questions:**  
How can I tell time at 5 minute intervals?  
Assessments:  
1. [www.studyisland.com](http://www.studyisland.com)  
2. Interval Assessments  
3. [www.allentownsd.org/EETT/secondgrade.html](http://www.allentownsd.org/EETT/secondgrade.html)  
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm) |
| 2nd Nine Weeks | ● Recognize common shapes and their names.  
● Categorize and describe figures according to shape  
● Create a given figure using specific shapes | Plain Shapes  
Solid Shapes | Materials/Resources:  
Pattern blocks, Math Indicators pp. 48-49  
**Essential Question:**  
How can you create figures with a variety of shapes?  
Assessments: |
| 2nd Nine Weeks | 3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged. | • Identify and compare characteristics of plain and solid shapes  
• Describe the changes that occur when a figure is cut  
• Using the cut pieces, observe and explain the new attributes  
• Analyze new shapes or figures | Plain shapes  
Solid shapes | 1. [www.studyisland.com](http://www.studyisland.com)  
2. Interval Assessments  
3. [www.allentownsd.org/EETT/secondgrade.html](http://www.allentownsd.org/EETT/secondgrade.html)  
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm) |
|---|---|---|---|---|
| 2nd Nine Weeks | 3.03 Identify and make:  
A) Symmetric figures.  
B) Congruent figures. | A) Explain the meaning of symmetry and symmetrical  
A) Identify symmetry  
A) Create line of symmetry on shapes  
A) Create shapes that are symmetrical | Symmetry  
Congruent | 1. [www.studyisland.com](http://www.studyisland.com)  
2. Interval Assessments  
3. [www.allentownsd.org/EETT/secondgrade.html](http://www.allentownsd.org/EETT/secondgrade.html)  
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm) |
B) Explain the meaning of congruency
B) Build congruent shapes
B) Match shapes that are congruent

<table>
<thead>
<tr>
<th>1st, 3rd, 4th Nine Weeks</th>
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<tbody>
<tr>
<td>4.01 Collect, organize, describe, and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2’s, 5’s, 10’s).</td>
</tr>
<tr>
<td>Collection and organize data using a variety of representations</td>
</tr>
<tr>
<td>Interpret data displayed in a triple Venn Diagram</td>
</tr>
<tr>
<td>Organize and describe data, in a pictograph, using symbols representing multiple units (2s, 5s, and 10s)</td>
</tr>
<tr>
<td>Evaluate data using pictographs</td>
</tr>
</tbody>
</table>

How can you tell if shapes are congruent?
**Assessments:**
1. [www.studyisland.com](http://www.studyisland.com)
2. Interval Assessments
3. [www.allentownsd.org/EETT/secondgrade.html](http://www.allentownsd.org/EETT/secondgrade.html)
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm)

**Materials/Resources:**
Triple Venn Diagrams, Pictographs, Math Indicators pp. 58-67

**Essential Question:**
How do I interpret data in a Triple Venn Diagram and Pictographs?

**Assessments:**
1. [www.studyisland.com](http://www.studyisland.com)
2. Interval Assessments
3. [www.allentownsd.org/EETT/secondgrade.html](http://www.allentownsd.org/EETT/secondgrade.html)
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm)
| 3rd Nine Weeks | 4.02 Conduct simple probability experiments; describe the results and make predictions. | Conduct simple probability experiments; describe the results and make predictions. | Materials/Resources: Spinners, Dice, Dominoes, Cubes, Cards, Marbles, Math Indicators pp. 68-73
| 1st & 3rd Nine Weeks | 5.01 Identify, describe, translate, and extend repeating and growing patterns. | Recognize patterns Identify numerical and geometric pattern units within a specific pattern Repeat and extend numeric and geometric pattern a given number of times | Materials/Resources: Pattern worksheets, Pattern blocks, Math Indicators pp. 74-75
| All year | 5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities. | Identify a number sentence  
Demonstrate number sentences  
Use symbols represent the unknown quantity in a number sentence  
Solve for the unknown quantity (missing number) | Number sentences  
Symbols | **Materials/Resources:**  
Worksheets, Math Indicators pp. 76-77  
**Essential Questions:**  
How do you write number sentences for addition and subtraction problems?  
What are strategies to solve the unknown in a number sentence?  
**Assessments:**  
1. [www.studyisland.com](http://www.studyisland.com)  
2. Interval Assessments  
3. [www.allentownsd.org/EETT/secondgrade.html](http://www.allentownsd.org/EETT/secondgrade.html)  
5. [www1.center.k12.mo.us/EDTECH/edm/2.htm](http://www1.center.k12.mo.us/EDTECH/edm/2.htm) |