

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p>Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

Strand A: Reading	
Standard 1: The student uses the reading process effectively	
<i>Benchmark LA.A.1.1.1: The student predicts what a passage is about based on its title and illustrations.</i>	
<p>1. uses prior knowledge, illustrations, and text to make and confirm predictions.</p>	
<i>Benchmark LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</i>	
<p>1. blends sound components into words.</p>	<p>Level 1 Activities Short Vowel Trap Short Vowel Spin Level 2 Activities Letter Switch E-Maze Search & Spell Find & Combine Picture It Level 3 Activities Sea Hunt At the Mall Add it Quick Link Trails West Level 4 Activities Detect & File Success! Syllable Puzzler Winners Old & New Level 5 Activities Overview Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p>Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p>2. applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding.</p>	<p>Level 1 Consonant Blast Short Vowel Trap Short Vowel Spin Level 2 Letter Switch E-Maze Search and Spell Find and Combine Picture it Level 3 Sea Hunt At the Mall Trails West Level 4 Success</p>
<p>3. uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.</p>	<p>Level 3 Add It Level 5 Anglo Saxon Latin Affixes Special Accent Patterns Meaning Structure Greek Combining</p>
<p>4. uses a variety of context cues (for example, illustrations, diagrams, information in the story, titles and headings, sequence) to construct meaning (meaning cues).</p>	
<p>5. cross-checks visual, structural, and meaning cues to figure out unknown words.</p>	
<p>6. uses context cues to define multiple meaning words.</p>	
<p><i>Benchmark LA.A.1.1.3: The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.</i></p>	
<p>1. identifies simple, multiple-meaning words.</p>	

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p style="text-align: center;">Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p>2. uses knowledge of contractions, base words, and compound words to determine meanings of words.</p>	<p>Level 5 Meaning Structures Greek Combining Forms</p>
<p>3. uses knowledge of prefixes (including un-, re-, pre-, mis-) and suffixes (including -er, -est, -ful) to determine meaning of words.</p>	<p>Level 3 Add it Level 5 Meaning Structures Greek Combining Forms</p>
<p>4. knows homophones, synonyms, and antonyms for a variety of words.</p>	
<p>5. develops vocabulary by reading independently and listening to and discussing both familiar and conceptually challenging selections.</p>	
<p>6. uses resources and references to build upon word meanings (for example, dictionaries, glossaries).</p>	
<p><i>Benchmark LA.A.1.1.4.: The student increases comprehension by rereading, retelling, and discussion.</i></p>	
<p>1. uses a variety of strategies to comprehend text (for example, self-monitoring, predicting, retelling, discussing, restating ideas).</p>	
<p>Standard 2: The student determines the main idea or essential message from text and identifies supporting information.</p>	
<p><i>Benchmark LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information.</i></p>	
<p>1. summarizes information in texts (including but not limited to central idea, supporting details, connections between texts).</p>	
<p>2. uses specific ideas, details, and information from text to answer literal questions.</p>	
<p>3. makes connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes).</p>	

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p>4. understands similarities and differences across texts (for example, topics, characters, problems).</p>	
<p><i>Benchmark LA.A.2.1.2: The student selects material to read for pleasure.</i></p>	
<p>1. selects materials to read for pleasure, as a group or independently.</p>	
<p>2. reads aloud with fluency and expression (including but not limited to reading phrases rather than word-by-word; attending to punctuation; interjecting a sense of feeling, anticipation, and characterization) from developmentally appropriate material.</p>	
<p><i>Benchmark LA.A.2.1.3: The student reads for information to use in performing a task and learning a new task.</i></p>	
<p>1. reads informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).</p>	
<p><i>Benchmark LA.A.2.1.4: The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.</i></p>	
<p>1. uses strategies to clarify the accuracy of a text (for example, discussion, checking other sources).</p>	
<p><i>Benchmark LA.A.2.1.5: The student uses simple materials of the reference system to obtain information.</i></p>	
<p>1. uses simple reference materials (for example, table of contents, dictionary, index, glossary).</p>	
<p>2. alphabetizes words according to initial and second letter.</p>	<p>Alpha Series Activities ABC Race (initial Sound) Alpha Rocket (initial sound)</p>

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p>Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p>3. uses parts of a book to locate information, including chapter titles, guide words, and indices.</p>	
<p>4. generates questions about topics of personal interest.</p>	

Strand B: Writing

Standard 1: The student uses writing processes effectively.

Benchmark LA.B.1.1.1: The student makes a plan for writing that includes a central idea and related ideas.

<p>1. generates ideas before writing on self-selected topics and assigned tasks</p>	
<p>2. makes a plan before writing the first draft (for example, drawing pictures, using graphic organizers).</p>	
<p>3. focuses on a central idea and groups related ideas.</p>	

Benchmark LA.B.1.1.2: The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that: express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.

<p>1. writes and revises a variety of simple texts (for example, sentences, paragraphs, stories, letters, explanations telling why or how, picture books, poems).</p>	
<p>2. writes legibly.</p>	
<p>3. uses one or more paragraphs to focus on separate ideas in writing and uses transition words where appropriate.</p>	
<p>4. writes for a specific audience.</p>	
<p>5. writes a story that includes most story elements (character, setting, problem, sequence of events, resolution).</p>	

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p>Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p>6. uses strategies to support ideas in writing (including but not limited to using several sentences to elaborate upon an idea; using specific word choice and relevant details such as reasons or examples).</p>	
<p>7. evaluates own and other’s writing (for example, determining how own writing achieves its purposes, asking questions, making comments, responding constructively to other’s comments, helping classmates apply conventions).</p>	
<p>8. revises writing to improve supporting details and word choice by adding or substituting text.</p>	
<p><i>Benchmark LA.B.1.1.3: The student produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, “I,” and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.</i></p>	
<p>1. spells frequently used words correctly.</p>	<p>Level 1 Consonant Blend Master b,d,p Short Vowel Trap Level 2 Letter Switch E-Maze Search and Spell Find and Combine Level 3 Sea Hunt At the Mall Trails West Level 4 Success</p>
<p>2. uses references to edit writing (for example, word lists, dictionaries, charts).</p>	

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p style="text-align: center;">Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p>3. uses conventions of punctuation (including but not limited to periods, question marks, exclamation points; commas in dates, series of words, and in greetings and closings in letters).</p>	
<p>4. capitalizes initial words of sentences, the pronoun “I,” and proper nouns.</p>	
<p>5. revises and edits for sentence structure and age-appropriate usage (including but not limited to nouns, action verbs, adjectives, adverbs).</p>	
<p>6. uses strategies to “finish” a piece of writing (for example, incorporating illustrations, photos, charts, and graphs; preparing a final copy</p>	

Standard 2: The student writes to communicate ideas and information effectively.

Benchmark LA.B.2.1.1: The student writes questions and observations about familiar topics, stories, or new experiences.

<p>1. extends previously learned writing knowledge and skills of the first grade with increasingly complex texts and assignments and tasks</p>	
--	--

Benchmark LA.B.2.1.2: The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

<p>1. writes informally (for example, journal entries, reading response, poetry).</p>	
<p>2. uses effective word choice in written work to tell about experiences (including but not limited to anecdotal detail and figurative language such as similes).</p>	
<p>3. writes for familiar occasions, audiences and purposes (including but not limited to entertaining, informing, responding to literature).</p>	

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p style="text-align: center;">Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p><i>Benchmark LA.B.2.1.3: The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing.</i></p>	
<p>1. uses basic word processing skills and basic educational software for writing (including but not limited to proofreading, using appropriate fonts and graphics, using technology to ‘publish’ writing).</p>	
<p><i>Benchmark LA.B.2.1.4: The student composes simple sets of instructions for simple tasks using logical sequencing of steps.</i></p>	
<p>1. writes simple informational texts (for example, three-step instructions in sequence, expository pieces).</p>	
<p>Strand C: Listening, Viewing, and Speaking</p>	
<p>Standard 1: The student uses listening strategies effectively.</p>	
<p><i>Benchmark LA.C.1.1.1: The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.</i></p>	
<p>1. listens for information and pleasure.</p>	
<p><i>Benchmark LA.C.1.1.2: The student recognizes personal preferences in listening to literature and other material.</i></p>	
<p>1. knows personal preferences for listening to literature and other material (for example, poetry, songs, stories, informational books).</p>	
<p><i>Benchmark LA.C.1.1.3: The student carries on a conversation with another person, seeking answers and further explanations of the other’s ideas through questioning and answering.</i></p>	
<p>1. uses strategies to contribute to group conversations (including but not limited to recounting personal experiences, initiating conversation, asking questions, reporting on personal knowledge of a topic).</p>	

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p>Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p><i>Benchmark LA.C.1.1.4: The student retells specific details of information heard, including sequence of events.</i></p>	
<p>1. listens for specific details and information (including but not limited to logical sequence and flow of events, story elements, concluding events).</p>	
<p>Standard 2: The student uses viewing strategies effectively.</p>	
<p><i>Benchmark LA.C.2.1.1: The student determines the main idea in a nonprint communication.</i></p>	
<p>1. understands the main idea or common theme in a nonprint communication (for example, pictures, symbols, film, and works of art).</p>	
<p><i>Benchmark LA.C.2.1.2: The student recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.</i></p>	
<p>1. understands and uses simple nonverbal cues (for example, eye contact, facial expressions, gesturing).</p>	
<p>Standard 3: The student uses speaking strategies effectively.</p>	
<p><i>Benchmark LA.C.3.1.1: The student speaks clearly and at a volume audible in large- or small-group settings.</i></p>	
<p>1. uses volume, phrasing, and intonation appropriate for different situations (for example, large or small group settings, sharing oral stories, dramatic activities).</p>	
<p>2. speaks for different purposes (for example, informing, entertaining, expressing ideas).</p>	
<p><i>Benchmark LA.C.3.1.2: The student asks questions to seek answers and further explanation of other people's ideas.</i></p>	

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p style="text-align: center;">Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p>1. uses oral communication to clarify understanding of a topic or ideas (for example, making comments, asking questions to gain information, asking for clarification of unfamiliar words and ideas).</p>	
--	--

Benchmark LA.C.3.1.3: The student speaks effectively in conversations with others.

<p>1. uses speaking vocabulary to convey a message in conversation (for example, synonyms, antonyms, complex sentence structures).</p>	
--	--

Benchmark LA.C.3.1.4: The student uses eye contact and simple gestures to enhance delivery.

<p>1. uses eye contact and appropriate gestures to enhance oral presentations.</p>	
--	--

--	--

Strand D: Language

Standard 1: The student understands the nature of language.

Benchmark LA.D.1.1.1: The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).

<p>1. knows oral and written patterns used in standard English (for example, repetition, rhyme, word families).</p>	
---	--

<p>2. knows different functions of language (for example, asking questions, describing, explaining).</p>	
--	--

Benchmark LA.D.1.1.2: The student recognizes the differences between language that is used at home and language that is used at school.

<p>1. understands the differences between less formal language that is used at home and more formal language that is used at school and other public settings.</p>	
--	--

Standard 2: The student understands the power of language.

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p><i>Benchmark LA.D.2.1.1: The student understands that word choice can shape ideas, feelings, and actions.</i></p>	
<p>1. understands that word choice can shape ideas, feelings, and actions (for example, language appropriate to the subject, synonyms, antonyms).</p>	
<p><i>Benchmark LA.D.2.1.2: The student identifies and uses repetition, rhyme, and rhythm in oral and written text.</i></p>	
<p>1. uses repetition, rhyme, and rhythm appropriately in oral and written text (for example, choral reading of poems, songs, rhymes, and stories; identifying rhymes, repeated sounds, onomatopoeia).</p>	
<p><i>Benchmark LA.D.2.1.3: The student recognizes that use of more than one medium increases the power to influence how one thinks and feels.</i></p>	
<p>1. understands that the use of multimedia forms can influence how one thinks and feels (for example, illustrations, music).</p>	
<p><i>Benchmark LA.D.2.1.4: The student knows various types of mass media (including billboards, newspapers, radio, and television).</i></p>	
<p>1. knows various types of mass media (for example, magazines, newspapers, radio, television, billboards).</p>	
<p>Strand E: Literature</p>	
<p>Standard 1: The student understands the common features of a variety of literary forms.</p>	
<p><i>Benchmark LA.E.1.1.1: The student knows the basic characteristics of fables, stories, and legends.</i></p>	
<p>1. knows basic characteristics of a variety of literary forms (for example, fables, stories, fiction, nonfiction, poetry, fairy tales, folktales, and legends).</p>	
<p><i>Benchmark LA.E.1.1.2: The student identifies the story elements of setting, plot, character, problem, and solution/resolution.</i></p>	

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts Grade 2</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 2</p>	<p>Lexia Strategies for Older Students™ Activity</p>

<p>1. extends previously learned knowledge and skills of the first grade with increasingly complex texts, assignments and tasks (for example, story structure, characters, setting, plot, problems and solutions).</p>	
<p>Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.</p>	
<p><i>Benchmark LA.E.2.1.1: The student uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.</i></p>	
<p>1. understands connections between characters and events in literature and people, events, and experiences in own life.</p>	
<p><i>Benchmark LA.E.2.1.2: The student recognizes rhymes, rhythm, and patterned structures in children’s texts.</i></p>	
<p>1. knows rhymes, rhythm, and patterned structures in a variety of children’s texts (for example, prose, poetry).</p>	