

<p>CCSS Specific knowledge and skills that students will know and be able to do by the end of second grade.</p>	<p>Student Learning Target (“I can”) These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</p>
<p>Foundational Skills</p>	
<p><u>Phonics and Word Recognition</u></p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p><u>Phonics, Spelling and Word Study:</u></p> <ul style="list-style-type: none"> • I can identify and use long and short vowels in words. • I can identify and use long vowel combinations. • I can read high-frequency words automatically (150-200). • I can remove the ending from a base word to make a new word. • I can recognize and use common prefixes. • I can recognize high frequency words. • I can recognize simple word patterns. • I can recognize and use common suffixes.
<p><u>Fluency</u></p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • I can choose just right books. • I can fix up my reading so that it makes sense, sounds right, and looks right. • I can recite poems or tell stories using a voice that shows emotions. • I can recite poems or tell stories using a voice to emphasize important ideas and engage listeners’ interest. • I can read with expression. • I can orally read grade appropriate text with accuracy and demonstrate comprehension at ____ wpm. (Fall: 53-59 Winter: 70-100 Spring: 75-105)
<p>Reading Literature</p>	
<p><u>Key Ideas and Details</u></p> <ul style="list-style-type: none"> • Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Describe how characters in a story respond to major events and challenges. 	<ul style="list-style-type: none"> • I can ask clear questions when I don’t understand. • I can ask questions to gain information. • I can notice and remember facts, concepts or ideas from a text. • I can identify ideas in a text and report them in an organized way, either orally or in writing. • I can identify ideas in a text and report them in an organized way, either orally or in writing. • I can read traditional literature • I can infer a character’s feelings and motivations from description. • I can infer a character’s feelings and motivations from what they do or say. • I can infer a character’s feelings and motivation from what others think about them. • I can demonstrate understanding of character, using evidence from the text to support my statements.

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<p><u>Craft and Structure</u></p> <ul style="list-style-type: none"> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	<ul style="list-style-type: none"> I can recognize words that supply rhythm and movement. I can understand how the author’s word choice can change the meaning in small ways. I can describe the characters, setting, events and ending of a story. I can understand how the beginning introduces the story. I can understand the sequence of events in a story. I can understand how the ending concludes the action of the story. I can read aloud poems and stories in an interesting way that helps me and listeners understand important ideas and character traits. I can use different voices for different characters.
<p><u>Integration of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 	<ul style="list-style-type: none"> I can use details from illustrations to understand characters, setting, or plot. I can compare and contrast different authors or stories from different places.
<p><u>Range of Reading and Level of Text Complexity</u></p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<ul style="list-style-type: none"> I can choose just right books. I can select books from a wide variety of genres.
<p>Reading Informational Text</p>	
<p><u>Key Ideas and Details</u></p> <ul style="list-style-type: none"> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	<ul style="list-style-type: none"> I can ask clear questions when I don’t understand. I can ask clear questions to gain additional information. I can notice and remember facts, concepts, or ideas from a text. I can identify important ideas in a text and report them in an organized way, either orally or in writing. I can notice and remember facts, concepts, or ideas from a text. I can follow and remember a series of events over a longer text in order to understand the meaning. I can identify important ideas in a text and report them in an organized way. I can relate important ideas in the text to each other and to ideas in other texts. I can express how topics or events within a multi-paragraph text are connected.

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<p><u>Craft and Structure</u></p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 	<ul style="list-style-type: none"> • I can recognize and work to solve new vocabulary words. • I can connect words that mean the same or almost the same to help in understanding a text and learning new vocabulary. • I can use the context of a sentence, paragraph, or whole text to determine the meaning of a word. • I can search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures.) • I can use readers’ tools (table of Disciplinarys, headings, glossary, chapter titles and author’s notes) to gather information.
<p><u>Integration of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> • Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • Describe how reasons support specific points the author makes in a text. • Compare and contrast the most important points presented by two texts on the same topic. 	<ul style="list-style-type: none"> • I can identify the author’s purpose. • I can talk about the connections between the illustrations and the text. • I can recognize how the writer has placed ideas in the text and in the graphics. • I can give evidence based on personal experience or knowledge. • I can give evidence from the text. • I can understand and interpret information presented in visual media • I can provide reasons and argue for a point, using evidence. • I can tell which facts are the same or different in two texts or the same subject. • I can relate important ideas in the text to each other and to ideas in other texts
<p><u>Range of Reading and Level of Text Complexity</u></p> <ul style="list-style-type: none"> • By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<ul style="list-style-type: none"> • I can choose for just right books. • I can read informational text. • I can read scientific and technical texts.

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<p>Speaking and Listening</p>	
<p><u>Comprehension and Collaboration</u></p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion. b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. • Recount or describe key ideas or details from a text read aloud or information presented orally or through media. 	<ul style="list-style-type: none"> • I can speak at an appropriate volume- not too loud but loud enough to be heard and understood by others. • I can enter a conversation appropriately. • I can engage in turn and talk. • I can use appropriate ways of getting a turn. • I can listen to build on the talk of others. • I can ask questions for clarification to gain understanding • I can participate actively in whole-class and small-group discussions. • I can use grade level-appropriate specific vocabulary when talking about texts. • I can self-monitor understanding and ask questions when meaning is lost or understanding is interrupted. • I can listen with attention and understanding to oral reading of stories, poems and informational texts. • I can listen attentively to presentations by the teacher and fellow students and be able to identify the main idea. • I can form clear questions to gain information
<p><u>Presentation of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> • Tell a story or recount an experience with appropriate facts and relevant, descriptive details speaking audibly in coherent sentences. • Create audio recordings of stories or poems; add drawings or visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • I can explain and describe people, events, and objects. • I can describe similarities and differences between people, places, events, and objects. • I can predict and recall stories or events. • I can use visual displays as appropriate (diagrams, charts, illustrations). • I can use illustrations as appropriate to communicate meaning. • I can identify and acknowledge sources of information included in oral presentations. • I can show enthusiasm when speaking. • I can show confidence when presenting. • I can tell stories like a story teller. • I can speak at an appropriate volume to be heard when addressing large and small groups. • I can pronounce words clearly. • I can use language appropriate for oral presentation.

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<p>Writing</p>	
<p>Text Types and Purposes</p> <ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 	<ul style="list-style-type: none"> • I can write opinions about a text and back them up with specific information or reasons. • I can bring a piece to closure through an ending or summary statement. • I can write pieces of writing that are interesting and enjoyable to read. • I can write about a topic keeping the audience and their interests and knowledge in mind. • I can provide interesting details around a topic. • I can write an engaging and satisfying ending to a story. • I can tell details about the most important moments in a story or experience while eliminating unimportant details. • I can write a text that is narrative ordered by time.
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> • I can understand the role of the writing conference in helping writers. • I can understand that other writers can be helpful in the process. • I can change my writing in response to peer or teacher feedback. • I can begin to develop efficient keyboarding skills. • I can use word processor to plan, draft, revise and edit, and publish documents.
<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • Recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> • I can generate and expand ideas through talk with peers and teacher. • I can gather information for writing. • I can tell stories about my experiences. • I can tell information about a topic. • I can generate and expand ideas through talk with peers and teacher.

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<p>Language</p>	
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge; boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> • I can understand the concept of plurals and plural forms: adding –s; adding-es; changing spelling. • I can recognize and form present and past tense by using endings; form present participle by adding –ing; make verb past tense. • I can recognize and use endings-er to a verb to make a noun, -er to a verb that ends with a short vowel and a consonant, -r to a verb that ends in silent r, -er to a verb ending in y. • I can write complete sentences. • I can use a range of complete sentences (declarative, interrogative, exclamatory). • I can use capital letters appropriately to capitalize days, months, cities, states. • I can use capitals for names of people and places. • I can use apostrophes in contractions and possessives. • I can use commas to identify a series. • I can use knowledge of phonogram patterns to generate multisyllabic words.
<p>Knowledge of Language</p> <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Compare formal and informal uses of English. 	<ul style="list-style-type: none"> • I can vary language according to purpose. • I can use words that describe. • I can use appropriate words when I speak out loud to a group. • I can use disciplinary- specific words when needed to explain a topic.

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<p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and disciplinary, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. • Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). 	<ul style="list-style-type: none"> • I can recognize new meanings for known words by using context. • I can recognize and actively work to solve new vocabulary words. • I can remove the ending from a base word to make a new word. • I can recognize and use common prefixes. • I can use parts of compound words to solve a word and derive the meaning. • I can recognize base words and remove prefixes and suffixes to break them down and solve them. • I can acquire understanding of new words through repeated reading. • I can understand the meaning of words during reading. • I can begin to understand the subtle changes in meaning that a writer can convey through word choice. • I can recognize and use words with multiple meanings. • I can use language from stories and informational texts when retelling stories or making a report. • I can use words that describe (adjective and adverbs). • I can use language appropriate to oral presentation words (rather than literary language or slang). • I can use disciplinary-specific words when needed to explain a topic. • I can notice and sometimes use interesting language from a text.

LITERACY – Reading, Writing, Speaking & Listening

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<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • I can explain and describe people, events, and objects. • I can describe similarities and differences between people, places, events and objects. • I can predict and recall stories or events. • I can speak at an appropriate volume not too loud but loud enough to be heard and understood by others. • I can use visual displays as appropriate (diagrams, charts, illustrations). • I can use illustrations as appropriate to communicate meaning. • I can identify and acknowledge sources of information included in oral presentations. • I can show enthusiasm when speaking about a topic. • I can show confidence when presenting. • I can tell stories in an interesting way. • I can speak at an appropriate volume to be heard when addressing large and small groups. • I can enunciate words clearly. • I can use language appropriate to oral presentation words (rather than literary language or slang).