

## **SECOND GRADE LEARNING TARGETS**

### **Language Arts**

#### Reading Process

1. Read second-grade text fluently with purpose and understanding.
  - a) I can read accurately, automatically, and at an appropriate rate on a grade level text.
  - b) I can utilize punctuation marks to read appropriately.
  - c) I can differentiate my voice to read with appropriate expression.
  - d) I can use appropriate phrasing when I read.
  - e) I can use context clues to confirm or self-correct word recognition and understanding.
  
2. Apply and extend phonics strategies to decode words.
  - a) I can recognize long and short vowels when reading one-syllable words.
  - b) I can recognize and read common vowel patterns in one and two-syllable words.
  - c) I can decode two-syllable words with long vowels.
  - d) I can identify and decode words with common prefixes, suffixes, root words, contractions, abbreviations and compound words.
  - e) I can recognize and read grade-appropriate irregularly spelled words (ex: their, there, and they're).

#### Vocabulary

3. Develop and infer word meaning through reading, listening, writing and speaking.
  - a) I understand targeted vocabulary words when I read or hear them.
  - b) I can incorporate targeted vocabulary in my speaking and writing.
  - c) I can use context clues to infer the multiple meanings of unknown words.
  - d) I can use a known root word as a clue to the meaning of an unknown word with the same root.
  - e) I can determine the meaning of a new word when a known prefix is added to a known word.
  - f) I can distinguish shades of meaning among closely related verbs (ex: throw and hurl) and adjectives (slender and thin).
  - g) I can identify real-life connections between words and their use (ex: describe foods that are juicy or spicy).
  - h) I can use the meaning of words to predict the meaning of compound words (ex: birdhouse, lighthouse, housefly).
  - i) I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

#### Reading (Comprehension and Application)

4. Understand and apply information gathered from second grade informational text.
  - a) I can ask and answer questions such as who, what, where, when, why, and how to demonstrate an understanding of key details in a text.

- b) I can locate and use various text features (ex: headings, boldface, glossary, index, table of contents, etc.).
  - c) I can use specific graphic features (ex: diagram, map, and chart) to gain meaning from a text.
  - d) I can identify the main topic and supporting details of a multi-paragraph text, including the focus of specific paragraphs within the text.
  - e) I can select and gather information from an appropriate text to answer a question.
  - f) I can describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.
5. Understand and connect to second grade fictional text.
- a) I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding.
  - b) I can analyze and describe how characters in a story respond to major events and challenges.
  - c) I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
  - d) I can use main idea and story details to make inferences.
  - e) I can discuss the points of view of the characters or author.
  - f) I can compare and contrast two or more versions of the same story (ex: Cinderella stories) by different authors or from different cultures.
  - g) I can use information gained from illustrations and words to demonstrate understanding of characters, setting, and plot.

### Literature

6. Distinguish between various genres of texts.
- a) I can describe characteristics of folktales, fables, and fairy tales.
  - b) I can identify and analyze various types of poetry.
  - c) I can distinguish between various forms of fictional and informational text.
  - d) I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
  - e) I can describe how words and phrases (ex: regular beats, alliteration, rhymes, repeated lines) give rhythm and meaning to a story, poem, or song.
  - f) I can determine the author's purpose in a given text.

### Writing and Communication

7. Listen and communicate effectively within a second grade classroom.
- a) I can participate in discussions, including listening to others and speaking one at a time.
  - b) I can build on others' conversations on a given topic by linking comments and remarks.
  - c) I can ask and answer questions in order to gain a better understanding.
  - d) I can tell a story or recount an experience with facts and details.
  - e) I can speak audibly using coherent sentences.

8. Compose a well-structured opinion piece.
  - a) I can generate ideas by using prewriting methods, (ex. graphic organizers, webs, free writing, etc.)
  - b) I can state my opinion.
  - c) I can supply reasons that support my opinion.
  - d) I can use transition words to connect my opinion and reasons.
  - e) I can write a conclusion sentence.
  - f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
  - g) I can correct my writing through editing with guidance and support from adults and peers.
  - h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.
  
9. Compose a narrative piece.
  - a) I can generate ideas by using prewriting methods, (ex. graphic organizers, webs, free writing, etc.)
  - b) I can focus my writing around one main event.
  - c) I can compose a narrative text with a detailed beginning, middle, and end.
  - d) I can compose a narrative text using characters and setting.
  - e) I can incorporate descriptive phrases that include sensory details, actions, and feelings.
  - f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
  - g) I can correct my writing through editing with guidance and support from adults and peers.
  - h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.
  
10. Compose a well-structured expository or informative paragraph.
  - a) I can generate ideas by using prewriting methods, (ex. graphic organizers, webs, free writing, etc.)
  - b) I can write a topic sentence.
  - c) I can use facts and supporting details for my topic.
  - d) I can use research, when appropriate, to support my writing.
  - e) I can write a conclusion sentence.
  - f) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
  - g) I can correct my writing through editing with guidance and support from adults and peers.
  - h) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.
  - i) I can participate in shared research and writing projects (ex: read a number of books on a single topic).
  
11. Implement correct punctuation and mechanics.
  - a) I can print words and sentences with correct spacing and formation.

- b) I can identify and begin to form cursive upper and lowercase letters in isolation.
  - c) I can utilize appropriate punctuation including end marks, commas, and apostrophes (contractions and possessives).
  - d) I can use capitalization appropriately including proper nouns.
  - e) I can use paragraph structure including indentation.
12. Distinguish between the various parts of speech.
- a) I can identify and produce the four types of sentences including statements, questions, commands, and exclamations.
  - b) I can identify the subject and predicate of a sentence.
  - c) I can identify and use various types of singular and plural nouns, including irregular plural nouns (ex: children, teeth, and fish).
  - d) I can identify and use verbs, including the past tense of irregular verbs (ex: sat, hid, and swam).
  - e) I can identify and use adjectives and adverbs.
  - f) I can use pronouns, including reflexive pronouns (ex: myself, ourselves).
13. Apply spelling strategies in my writing.
- a) I can spell sight words correctly in isolation.
  - b) I can phonetically spell words correctly in isolation.
  - c) I can spell sight words correctly in my writing.
  - d) I can phonetically spell words correctly in my writing.
  - e) I can use reference materials, including beginning dictionaries, as needed to correct and check spelling.

## **Math**

### Numbers and Operations in Base Ten

1. Apply strategies with numbers and number patterns.
- a) I can count forward in multiples from a given number (skip counting by 2's, 5's, 10's, and 100's within 1,000).
  - b) I can identify a number that is 10 more, 10 less, 100 more, and 100 less than a given number (mentally add and subtract 10 and 100).
  - c) I can determine whether a group of objects (up to 1,000) are even or odd by pairing objects/counting by twos.
2. Demonstrate place value understanding of three-digit numbers.
- a) I can read and write numbers to 1000 using numerals, number names, and expanded form.
  - b) I can identify the place value of each digit in a three-digit number.
  - c) I can represent amounts of hundreds, tens, and ones (100 can be thought of as a bundle of ten tens).
  - d) I can compare three-digit numbers using the symbols  $<$ ,  $>$ , and  $=$ .
3. Use place value and properties of operations to add and subtract.
- a) I can fluently solve two-digit addition and subtraction problems.

- b) I can solve three-digit addition and subtraction problems using models or strategies. (place value, drawings, concrete objects, number line, mental calculations, and/or properties of operations)
- c) I can add up to 4 two-digit numbers.
- d) I can use estimation to determine if an answer is reasonable.

#### Operations and Algebraic Thinking

- 4. Write and interpret numerical expressions and equations with addition and subtraction.
  - a) I can solve problems for the unknown number in all positions. ( $12 + \_ = 17$ ) ( $\_ - 5 = 10$ ) ( $8 + 6 = \_$ ).
  - b) I can use addition and subtraction within 100 to solve one-and-two step word problems with unknown numbers in all positions using equations, drawings, and other strategies.
  - c) I apply correct symbols to number sentences ( $+$ ,  $-$ ,  $=$ ).
- 5. Add and Subtract within 20.
  - a) I can use mental strategies to add and subtract (doubles, doubles plus one, making ten, fact families, even and odd rules).
  - b) I can add and subtract numbers within 20 fluently.
- 6. Work with equal groups of objects to gain foundations for multiplication.
  - a) I can use repeated addition to determine the number of objects in an array up to  $5 \times 5$ .
  - b) I can understand that multiplication is represented with repeated addition.
  - c) I can use drawings and manipulatives to solve authentic basic multiplication problems.

#### Geometry

- 7. Identify the attributes of geometric shapes and figures.
  - a) I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
  - b) I can describe properties of two-dimensional shapes and three-dimensional figures using their attributes such as angles, sides, and faces.
  - c) I can partition a rectangle into rows and columns of the same size squares, and count to find the area.
- 8. Describe fractions as parts of a whole shape.
  - a) I can distinguish between equal and unequal parts.
  - b) I can describe a whole as two halves, three thirds, or four fourths.
  - c) I can divide circles and rectangles into equal parts and describe their shares using the words halves, thirds, and fourths.
  - d) I can recognize that one-half of an object is not always the same as one-half of a different object.

#### Measurement and Data

- 9. Measure and estimate familiar objects in standard units.
  - a) I can determine length using inches, feet and yards.
  - b) I can determine length using metric units, including centimeter and meter.

- c) I can measure an object using two different units of measurement.
- d) I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and tape.
- e) I can measure to determine how much longer one object is than another.
- f) I can estimate lengths using units of inches, feet, centimeters, and meters.
- g) I can add and subtract within 100 to solve problems involving length (using the same units) by using tools such as a ruler or a number line.

10. Measure and interpret concepts of time.

- a) I can tell and write time on digital and analog clocks to the nearest five minutes using a.m. and p.m.
- b) I can identify the first number as the hour, and the numbers after the colon as the minutes on a digital clock.
- c) I can describe time using the phrase "half-past".

11. Apply knowledge of money.

- a) I can identify a penny, nickel, dime, and quarter and name its value.
- b) I can determine the value of a set of coins and bills up to \$2.00.
- c) I can apply symbols, including the dollar (\$), cent (¢), and decimal point (.).
- d) I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

12. Describe, interpret, and make predictions using graphs, tables, and diagrams.

- a) I can draw a picture graph, line plot and a bar graph to represent data set with up to four categories.
- b) I can interpret data from graphs up to four categories.
- c) I can solve addition and subtraction problems using information presented in a graph or diagram.