

## DISTRICT 8 ESSENTIAL LEARNINGS: GRADE TWO

<b>STUDENTS WILL/I CAN...</b>								
<b><u>READING GOALS</u></b>								
1	Read many kinds of books and am able to describe the difference between: •Fiction (realistic, fantasy, folktales, poetry) •Non-Fiction (information, biographies, autobiographies)							
2	Find the main idea and details to support it.							
3	Describe the characters, setting, events, problem and solution in the story.							
4	Describe the features of a non-fiction text (table of contents, index, titles/headings, bold words, glossary, etc.)							
5	Describe the difference between fiction and non-fiction.							
6	A) Use reading strategies to check my reading comprehension (my experience, reread, read on, check picture clues, what makes sense and sounds right). B) Use reading strategies to improve my reading comprehension (summarize, fact and opinion, cause and effect, infer, conclusions, question, use mental pictures).							
7	Use meaning, word patterns, and syllables to read new words.							
8	Decoding - letter/sound relationships, consonant blends, diphthongs, long, short, and special vowel patterns, chunks, prefix and suffix, plurals							
9	Read grade two vocabulary words. Expand my vocabulary (antonyms, synonyms).							
10	Make predictions about the story using facts and details.							
11	A) Recall and retell events in the story in sequence. B) Make text-to-self and text-to-world connections.							
12	Choose "Just Right" books for independent reading							
13	Read clearly and smoothly with accuracy and expression using punctuation to help.							
14	Read to be informed, persuaded and entertained.							
<b><u>SPEAKING/LISTENING GOALS</u></b>								
1	Stay on topic while speaking.							
2	Listen actively: look at speaker, listen without interrupting.							
3	Follow multiple step oral directions.							
4	Take turns speaking. Participate as an active listener and speaker during discussions.							
5	Paraphrase information shared by others.							
6	Speak using grade two vocabulary.							

<b><u>WRITING GOALS</u></b>							
<b><u>Prewriting</u></b>							
1	Write for a purpose, consider my audience, choose an appropriate text form.						
2	Gather and organize my thoughts from what I know or from other sources. Be an expert on the topic. Select a plan to organize my thoughts before writing, webbing, lists graphic organizers, etc.						
<b><u>Drafting</u></b>							
3	Use grade two tools for writing: dictionary, word wall, classroom/library.						
4	Organize my writing (based on text form) to include a simple beginning and middle; and I try to write a conclusion.						
5	Spell grade two words correctly. Attempt to spell longer, more complex words using letters and sounds I know.						
6	Write complete sentences with capitals and most correct punctuation; period, question mark and exclamation mark.						
7	Check my work for meaning and to make sure I stay on topic.						
8	Use parts of speech: proper/common nouns, pronouns, verbs, adverbs and adjectives.						
<b><u>Revising</u></b>							
9	Evaluate my work using a checklist or rubric.						
10	Write longer, more detailed sentences.						
11	Share my writing during conferences and make changes that reflect the comments made.						
12	Revise my draft for content, word choice and organization.						
<b><u>Editing</u></b>							
13	Evaluate my work using a checklist or rubric.						
14	Edit my draft using using grade two tools for writing: dictionary, word wall, classroom/library.						
15	Edit my work using proof-reading marks.						
<b><u>Publishing</u></b>							
16	Print correctly and neatly during publishing.						
17	Publish my writing to share with an audience.						