

Closed circle – mastered

Open circle - introduced

2nd Grade Reading Learning Targets
Brookings School District – 5-1
February 2010

2.R.1.1 Students can decode to read and recognize words. - Analysis

- I can read words with long vowel sounds. (2.R.1.1)
- I can read words with special vowel sounds (diphthongs) – (ow, ou, oy, oi, aw). (2.R.1.1)
- I can use three-letter blends (shr, spl, squ, spr, str, thr, scr). (2.R.1.1)
- I can use digraphs (ch, sh, th, wh, ph,). (2.R.1.1)
- I can read words with silent letters (kn, wr, alk, ould, gh) (2.R.1.1)
- I can identify compound words and the two words that make it up. (2.R.1.1)
- I can use abbreviations for days, months and titles (Mr., Mrs., Ms., Dr.,). (2.R.1.1)
- I can identify regular inflectional endings (-s, -es, -ed, -ing). (2.R.1.1)
- I can identify base words/root words I know. (2.R.1.1)
- I can read words with prefixes (re, pre, un) (2.R.1.1)
- I can use known words to read new words (could... would, car... dark). (2.R.1.1)

2.R.1.2 Students can read simple contractions and identify the two words which are combined in text. - Knowledge

- I can identify a contraction and the two words that make that contraction. (2.R.1.2)
 - I can tell the letter(s) the apostrophe replaces in a contraction. (2.R.1.2 extended)

2.R.2.1 Students can apply strategies to read and comprehend text. – Application

- I can ask myself “Does it look right?” to help me read a word (reading strategy). (2.R.2.1)
- I can ask myself “Does it sound right?” to help me read a word in text (reading strategy). (2.R.2.1)
- I can ask myself “Does it make sense?” to help me read a word in text (reading strategy). (2.R.2.1)
- I can use the meaning of the words to help me understand text (reading strategy). (2.R.2.1)
- I can notice mistakes in my reading (monitoring). (2.R.2.1)
- I can reread to correct the mistakes in my reading (self-correcting). (2.R.2.1)
 - I can skip a word and come back to it to help me read a word (sentence structure) (reading strategy). (2.R.2.1 extended)
- I can follow written directions. (2.R.2.1)
- I can retell what happened in text (comprehension strategy). (2.R.2.1)
- I can tell the main idea (comprehension strategy). (2.R.2.1)
- I can find details which support the main idea (comprehension strategy). (2.R.2.1)
- I can draw conclusions (comprehension strategy). (2.R.2.1)
- I can determine author’s purpose (to entertain or to inform) (comprehension strategy). (2.R.2.1)
- I can create a mental picture to understand the text (comprehension strategy). (2.R.2.1 extended)
- I can use prior knowledge to make connections from text-to-self (comprehension strategy). (2.R.2.1)
- I can use prior knowledge to make connections from text-to-text (comprehension strategy). (2.R.2.1)
 - I can use prior knowledge to make connections between text-to-world (comprehension strategy). (2.R.2.2 extended)
 - I can ask questions to understand text (comprehension strategy). (2.R.2.1 extended)
 - I can make inferences by using prior knowledge/schema and clues from the story (comprehension strategy). (2.R.2.1 extended)

2.R.2.2 Students can read aloud fluently to comprehend text. - Comprehension

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- I can correctly read high frequency words (from Fountas and Pinnell list). (2.R.2.2)
- I can read with expression and phrasing (“like I talk”). (2.R.2.2)
- I can slow down when the information is hard to understand. (2.R.2.2)
- I can use the punctuation marks to help me understand what I read (quotes, commas, ending punctuation, ellipse). (2.R.2.2)

2.R.3.1 Students can recognize different genres of literature. - Analysis

- I can identify a folktale (passed down orally). (2.R.3.1)
- I can identify a fantasy story. (2.R.3.1)
- I can identify a fiction story (characters, setting, plot). (2.R.3.1)
- I can identify a realistic fiction story (realistic characters, realistic settings). (2.R.3.1)
- I can identify a nonfiction story (facts). (2.R.3.1)
- I can identify a play. (2.R.3.1)
- I can identify poetry. (2.R.3.1)
- I can experience traditional literature (folk tales). (2.R.3.1)

2.R.3.2 Students can identify the literary elements of character, setting, plot, and theme in literature. - Analysis

- I can identify characters in a story. (2.R.3.2)
- I can identify the setting of a story. (2.R.3.2)
- I can identify the plot of a story (problem... solution). (2.R.3.2)
- I can identify the theme of a story (the lesson the story could teach you). (2.R.3.2)

2.R.3.3 Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry (these are literary devices also called sound devices). - Application

- I can find rhyming words in a poem. (2.R.3.3)
- I can identify the rhythm of a poem. (2.R.3.3)
- I can identify patterns in poetry. (2.R.3.3)
- I can find alliteration in a poem. (2.R.3.3)

Example of alliteration in a poem:

You Can Be A B C

You can be
an artistic actor or a brainy barrister
a clever conductor or a dynamic dancer
an evil enemy or a fantastic friend
a green-fingered gardener or a healing herbalist
an interesting inventor or a jovial jolly juggler
a keen kitchen designer or a loggerheaded lumberjack
a melodious musician or a natty newsreader
an over-the-top opera singer or a princely-paid pop star
a quipping quiz master or a rugged rugby player
a serious scientist or a typewriting traveler
an uppity umpire or a vigorous vet
a wonderful winner or an expert xylophonist
a yelling yachtsperson or a zealous zoologist.
So go to it, you can do it.
Someone's got to, why not you?
And who is going to stop you?
The only person who can stop you -
that's YOU!

2.R.4.1 Students can compare and contrast different versions of literature from different cultures. - Analysis

- I can listen to, talk about, compare, and contrast how stories, poems, and songs from other cultures are different from our culture. (1.R.4.1)

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2.R.4.2 Students can compare and contrast different stories from various time periods. - Analysis

- I can listen to, talk about, compare, and contrast how stories, poems, and songs from other time periods are different from our time period. (1.R.4.2)

2.R.5.1 Students can identify and utilize text features to comprehend informational texts. - Application

- I can find the table of contents and use it to find information. (2.R.5.1)
- I can find the glossary and use it to find information. (2.R.5.1)
 - I can find the index and use it to find information. (2.R.5.1 extended)
 - I can use bold/italic print to help me find information. (2.R.5.1 extended)
 - I can use headings to help me find information. (2.R.5.1 extended)
 - I can use captions to help me find information. (2.R.5.1 extended)
 - I can use maps to help me find information. (2.R.5.1 extended)
 - I can use graphics to help me find information. (2.R.5.1 extended)

2.R.5.2 Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias. - Application

- I can alphabetize to the second letter. (2.R.5.2)
- I can use a dictionary and/or encyclopedia to find information. (2.R.5.2)
 - I can use guide words to locate information. (2.R.5.2 extended)