

Second Grade Reading Learning Targets 2016-2017 REGIONAL SCHOOL UNIT #22

RSU #22 is committed to the optimal learning of all students. As RSU #22 continues to move towards meeting 2018 graduation expectations, we have elected to look at proficiency learning targets K-12. Rather than only the high school being responsible to report student proficiency, we have listed learning targets at each grade level. We know that some children may be able to meet standards beyond the targets listed at the grade level. We also know that some students will need more time to meet the expectations.

In some instances, students would only be expected to meet a 2, the foundational proficiency level. Keep in mind that some students may be working at lower levels or higher levels.

Standards Scored on the Report Card:

Reading: Foundations: Letter Knowledge and Word Study Checklists:

Letter Knowledge & Word Study #1

Learning Target	Introduced/Mastered by Year's End
Knows common digraphs (th, sh, ch, wh)	Mastered
Knows common blends (bl, st, str, dr)	Mastered
Knows long vowel sounds are represented by common vowel teams	Introduced
Knows common endings (s, ing, ed)	Mastered
Knows common prefixes (re, un, be, pre)	Introduced
Knows common suffixes (er, ly, est, y)	Introduced
Knows r controlled vowels (ar, er, ir, or, ur)	Introduced

Reading: Foundations: Phonics

Learning Target	Proficiency Level
Is skilled at decoding one syllable words containing digraphs and blends in isolation.	2
Is skilled at decoding one syllable words containing digraphs and blends within text.	3

Is skilled at decoding one syllable words with long vowels (represented by final e and vowel teams) in isolation.	2
Is skilled at decoding one syllable words with long vowels (represented by final e and vowel teams) within text.	3

Reading: Foundations: Word Recognition

Learning Target	Proficiency Level
Is skilled at integrating cueing systems to read text and self correct errors; visual (does it look right?), structural (does it sound right?), and meaning (does it make sense?).	3

Reading: Informational: Central Idea

Learning Target	Proficiency Level
Is skilled at identifying the relationship between the text and the illustrations and/or pictures. Understands the central idea may be supported by both text and illustrations or pictures.	2
Understands the central idea in a text.	3
Understands authors use details in the informational text to support and develop the central idea. Understands an author has a specific purpose for writing and the central idea reflects that purpose (<i>to convince, to describe, to inform, to express an opinion</i>).	2

Reading: Informational/Literature: Text Features and Structures

Learning Target	Proficiency Level
Understands authors use text features to contribute to and clarify a text.	3

Understands how the author uses patterns to present and emphasize information.	3
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Reading: Literature: Point of View/Purpose

Learning Target	Proficiency Level
Understands the difference between the author's and narrator's roles in telling the story.	2

Reading: Literature: Story Elements

Learning Target	Proficiency Level
Understands story elements (<i>setting, events, characters</i>) differ from one story to another.	3

Language: Acquisition: Vocabulary

Learning Target	Proficiency Level
Is skilled at using context clues to acquire the meaning of new or unknown words.	3

Grade 2 Sight Words

ball	home	until	ask	since	question
fun	because	last	again	thought	against
eat	could	high	each	they're	old
jump	would	easy	begin	while	happen
sat	were	next	goes	themselves	several
read	slowly	pretty	together	without	someone
sit	wanted	more	does	probably	follow
say	down	idea	friend	yourself	107 words
yes	under	soon	enough	near	
them	much	often	should	everything	
than	love	such	you're	wouldn't	
about	know	best	through	need	
girl	take	plan	ready	kind	
I'm	let	better	might	different	
any	things	think	suddenly	myself	
don't	school	family	special	everyone	

three	walk	never	beautiful	few
their	always	house	couldn't	being
want	great	wait	either	really
today	find	same	answer	understand