

Second Grade Writing 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:

Strand: Measurement Topic

Research: Accessing & Reporting Information

Learning Target	Proficiency Level
Understands various text features and search tools (i.e., headings, table of contents, glossaries, icons) can be used to locate information to answer a research question. Understands when you do not know the answer to a question, you can search for or do research using print and digital sources to find the answer. Understands the following vocabulary terms and phrases: question, research, print source, digital source, text feature, icon.	2

Drafting & Revising

Learning Target	Proficiency Level
Understands feedback can be related to adding, removing, and/or reorganizing ideas. Understands authors seek feedback from other people or self-reflection.	2

<p>Understands authors create a draft of their writing and then revise it to make it better.</p> <p>Understands the following vocabulary terms and phrases: author, draft, revise, feedback.</p> <p>Comprehension Introduced in Grade 2, Assessed in Grade 3*</p> <p>*At the latest</p>	
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Types & Purposes: Informative & Explanatory

Learning Target	Proficiency Level
<p>Understands authors can use a variety of leads or introductory statements to present a topic or process.</p> <p>Understands a concluding statement should remind the reader of why the topic is interesting or important and give the reader a sense of closure.</p> <p>Understands authors determine what evidence, including facts and definitions, will be used to support the lead or introductory statement.</p>	2
<p>Is skilled at crafting an introduction or lead for a topic or process providing evidence that supports the lead using facts, information, and graphics; and crafting a concluding statement.</p>	3

Types & Purposes: Narratives

Learning Target	Proficiency Level
<p>Understands authors elaborate on the events in the story by describing the actions, thoughts, and feelings of the characters and by providing details about the seung.</p> <p>Understands stories have a conflict.</p> <p>Understands the conclusion of a story follows from the narrated experience or events and creates a sense of closure for the reader.</p>	2

Types & Purposes: Opinion/Argument

Learning Target	Proficiency Level
Understands transition words and phrases (<i>e.g., for example, because, and, also</i>) are used to connect reasons and evidence.	2
Understands authors use facts and other information as evidence to support an opinion.	
Understands an author may present multiple reasons to help develop an opinion.	
Understands the conclusion allows authors to review main points.	

Language: Conventions: Capitalization & Punctuation

Learning Target	Proficiency Level
Is skilled at using capitalization (<i>dates, names of people</i>), in context when writing.	3
Understands rules for capitalizing holidays, product names, and geographic names.	2
Understands rules for using commas in greetings and the closing of letters.	
Understands rules for using an apostrophe to form contractions and frequently occurring possessives.	

Language: Conventions: Grammar

Learning Target	Proficiency Level
Understands rules for using possessive nouns.	2
Understands grammar rules that should be followed when writing or speaking. (<i>plural nouns, prepositions</i>).	