Second Grade
ELA Learning Targets

Learning Target 1: Phonics and Oral Reading Fluency
Essential Skills:
- ❏ A. I can identify long and short vowels when reading. (RF 2.3a)
- ❏ B. I can decode words with common vowel teams. (RF 2.3b)
- ❏ C. I can decode two syllable words with long vowels. (RF 2.3c)
- ❏ D. I can decode words with common prefixes and suffixes. (RF 2.3d)
- ❏ E. I can recognize and read grade level irregularly spelled words (high frequency words). (RF 2.3f)
- ❏ F. I can read grade level text (Lexile 420-650) orally with sufficient accuracy. (RF 2.4b)
- ❏ G. I can read grade level text (Lexile 420-650) orally with appropriate rate and expression. (RF 2.4b)

Supporting Skills:
- ❏ H. I can read grade level text with purpose and understanding. (RF 2.4a)
- ❏ I. I can use context to self correct and reread if necessary. (RF 2.4c)

Learning Target 2: Comprehension (Literature)
Essential Skills:
- ❏ A. I can ask and answer questions to understand the details in the text (who, what, when, where, why, and how). (RL 2.1)
- ❏ B. I can identify and describe the overall structure of a story. (RL 2.5)

Important Skills:
- ❏ C. I can recount stories and determine their central message, lesson, or moral. (RL 2.2)
- ❏ D. I can describe how and why characters in a story respond to events. (RL 2.3)
- ❏ E. I can recognize differences in the points of view of characters. (RL 2.6)
- ❏ F. I can compare and contrast two or more stories or text on the same topic. (RL 2.9)

Supporting Skills:
- ❏ G. I can use information gained from illustrations/words in print to understand characters, setting, and plot. (RL 2.7)
- ❏ H. I can describe how words and phrases supply rhythm. (RL 2.4)

Learning Target 3: Comprehension (Informational text)
Essential Skills:
- ❏ A. I can ask and answer questions to demonstrate understanding of key details in an informational text (who, what, when, where, why, and how). (RI 2.1)
- ❏ B. I can identify the main topic of a text or paragraph within a text. (RI 2.2)
- ❏ C. I can use text features to locate key facts and information. (RI 2.5)

Important Skills:
- ❏ D. I can use images in text to help clarify information. (RI 2.7)

- ❏ E. I can determine the meaning of a word or phrase in a text. (RI 2.4)
- ❏ F. I can identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI 2.6)
- ❏ G. I can identify and describe the reasons (evidence) that support the author's point in a text. (RI 2.8)
- ❏ H. I can compare and contrast important points in two texts. (RI 2.9)

Supporting Skills:
- ❏ I. I can describe the connection between a series of events. (RI 2.3)

Learning Target 4: Grammar
Essential Skills:
- ❏ A. I can use learned spelling patterns when writing words. (L 2.2d)
- ❏ B. I can produce complete simple and compound sentences using capitals and punctuation. (L 2.1f)

Important Skills:
- ❏ C. I can use collective nouns. (L 2.1a)
- ❏ D. I can form and use irregular plural nouns. (L 2.1b)
- ❏ E. I can use reflexive pronouns. (L 2.1c)
- ❏ F. I can use and form past tense of irregular verbs. (L 2.1d)
- ❏ G. I can use adverbs and adjectives. (L 2.1e)
- ❏ H. I can use conventions when writing, speaking, reading, or listening. (L 2.3)
- ❏ I. I can use an apostrophe to form contractions and frequently occurring possessives. (L 2.2 c)

Supporting Skills:
- ❏ J. I can capitalize holidays, product names, and geographic names. (L 2.2 a)
- ❏ K. I can use commas in greetings and closing of letters. (L 2.2 b)
- ❏ L. I can use a dictionary to check spelling. (L 2.2e)

Learning Target 5: Vocabulary
Essential Skills:
- ❏ A: I can use context clues to determine the meaning of a word or phrase. (L 2.4a)

Important Skill:
- ❏ B. I can find the meaning of a new word when a prefix is added to a known word. (L 2.4 b)
- ❏ C. I can use a root/base word as a clue to the meaning of an unknown word. (L 2.4c)
- ❏ D. I can use the meaning of words to predict the meaning of a compound word. (L 2.4d)

Supporting Skills:
- ❏ E. I can use words and phrases gathered from conversations, reading, and being read to. (L 2.6)

❏ F. I can identify real life connections between words and their use. (L 2.5a)
❏ G. I can use a glossary or dictionary to help understand the meaning of words. (L 2.4e)
❏ H. I can determine shades of meaning among closely related verbs and closely related adjectives. (L 2.5b)

Learning Target 6: Writing
Essential Skills:
❏ A. I can write an opinion piece by introducing a topic, stating my opinion, supplying reasons for my opinion, and providing a sense of closure. (W 2.1)
❏ B. I can write informative explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W 2.2)

Important Skills:
❏ C. I can write a narrative piece about an event or sequence of events that includes details, actions, thoughts and feelings, temporal words, and provides a sense of closure. (W 2.3)

Supporting Skills:
❏ D. I can with guidance and support revise and edit my writing. (W 2.5)
❏ E. I can with guidance and support publish a piece of writing. (W 2.6)
❏ F. I can participate in shared research and writing projects. (W 2.7)
❏ G. I can recall and gather information from a provided source or experience to answer questions. (W 2.8)

Learning Target 7: Speaking and Listening
Essential Skills:
❏ A. I can participate in collaborative conversations with peers and adults in a small or large group. (SL. 2.1)
❏ B. I can recount or describe key details from a text read aloud or information presented orally. (SL 2.2)
❏ C. I can tell a story or recount an experience with details and facts speaking audibly in coherent sentences. (SL 2.4)

Supporting Skills:
❏ D. I can follow agreed upon rules for discussion. (SL 2.1a)
❏ E. I can build on others' conversations. (SL 2.1b).
❏ F. I can ask for clarification on a topic or text during a discussion. (SL 2.1c)
❏ G. I can ask and answer questions about what a speaker says to deepen understanding. (SL 2.3)
❏ H. I can create an audio recording of stories or poems; include drawings or other visual displays when appropriate. (SL 2.5)