Welcome to Homewood City Schools'
Learning Targets

Homewood City Schools utilizes teacher-constructed "learning targets," written in student-friendly language, in order to bring more clarity of the learning objective to students and families. Grades K-2 focus on language arts & math targets with science and social studies targets beginning in grade 3.

Each content area has approximately 12 "targets," representing the most essential learning objectives in that subject. Each target then has a number of "I can" statements - smaller standards that fit under the target - which represent the gradual building blocks of that target. When a student CAN consistently do all of the "I can" statements, they should have mastered the overall target.

Mastery of the learning target is the goal for students and teachers. In fact, the purpose of Homewood's K-5 standards-based grading system is to allow students and parents the opportunity to more fully understand where the child is on the year-long road to mastery of the learning target. The standard grade report would be a "2" (on the road to mastery) meaning that a student is right where he or she should be at that point in the year. A "1" means that a student is NOT projected to master the target by the end of the year while a "3" means the target has been fully mastered. Students may receive a "2-" or a "2+" which provides the parents with more of a continuum-view of where their child is in relation to target mastery. This grading system is used for K-5 Reading and Math, as well as fourth and fifth grade social studies and science. Students may receive an "**S**" (satisfactory), a "**P**" (progressing), an **"R"** (room for improvement) or a "**U**" (unsatisfactory) for K-5 specials and 1st-3rd grade science and social studies.

Classroom behaviors (completing homework, paying attention, etc.) certainly play a role in a child's learning. Teachers provide parents with feedback on each report card regarding grade-level-appropriate behaviors. Students receive an "**S**" (satisfactory), a "**P**" (progressing), an "**R**" (room for improvement), or a "**U**" (unsatisfactory) in those reported behaviors. Separating behaviors from content mastery provides everyone with a clear understanding of where students are on both fronts.

In a standards-based grading system, teachers work to gather "evidence," in various forms, to determine where a student is on the road to mastery. That evidence could be some combination of student work (individual and/or group), a test, a project, practice-work, conversations with the teacher, and more. Think of a doctor who runs various tests, examines the patient, asks questions, and then applies all of that information in order to make a diagnosis. Teachers are utilizing their professional judgment in order to help you and your child understand where he/she is on the road to mastering each learning target. Standards-based grading keeps the focus of grade reporting on student learning, which should build the appropriate mindset for school when students transition to middle and high schools.

SECOND GRADE LEARNING TARGETS
Language Arts

Reading Process
1. Read second-grade text fluently with purpose and understanding.
   a. I can read accurately, automatically, and at an appropriate rate on a grade level text.
   b. I can utilize punctuation marks to read appropriately.
   c. I can differentiate my voice to read with appropriate expression.
   d. I can use appropriate phrasing when I read.
   e. I can use context clues to confirm or self-correct word recognition and understanding.

2. Apply and extend phonics strategies to decode words.
   a. I can recognize long and short vowels when reading one-syllable words.
   b. I can recognize and read common vowel patterns in one and two-syllable words.
   c. I can decode two-syllable words with long vowels.
   d. I can identify and decode words with common prefixes, suffixes, root words, contractions, abbreviations and compound words.
   e. I can recognize and read grade-appropriate irregularly spelled words (e.g., their, there, and they're).

Vocabulary
3. Develop and infer word meaning through reading, listening, writing and speaking.
   a. I understand targeted vocabulary words when I read or hear them.
   b. I can incorporate targeted vocabulary in my speaking and writing.
   c. I can use context clues to infer the multiple meanings of unknown words.
   d. I can use a known root word as a clue to the meaning of an unknown word with the same root.
   e. I can determine the meaning of a new word when a known prefix is added to a known word.
   f. I can distinguish shades of meaning among closely related verbs (e.g., throw and hurl) and adjectives (e.g., slender and thin).
   g. I can identify real-life connections between words and their use (e.g., describe foods that are juicy or spicy).
   h. I can use the meaning of words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly).
   i. I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Reading (Comprehension and Application)
4. Understand and apply information gathered from second grade informational text.
   a. I can ask and answer questions such as who, what, where, when, why, and how to demonstrate an understanding of key details in a text.
   b. I can locate and use various text features (e.g., headings, boldface, glossary, index, table of contents, etc.).

      c. I can use specific graphic features (e.g., diagram, map, and chart) to gain meaning from a text.
      d. I can identify the main topic and supporting details of a multi-paragraph text, including the focus of specific paragraphs within the text.
      e. I can select and gather information from an appropriate text to answer a question.
      f. I can describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.

5. Understand and connect to second grade fictional text.
      a. I can ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding.
      b. I can analyze and describe how characters in a story respond to major events and challenges.
      c. I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
      d. I can use main idea and story details to make inferences.
      e. I can discuss the points of view of the characters or author.
      f. I can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
      g. I can use information gained from illustrations and words to demonstrate understanding of characters, setting, and plot.

Literature
6. Distinguish between various genres of texts.
      a. I can describe characteristics of folktales, fables, and fairy tales.
      b. I can identify and analyze various types of poetry.
      c. I can distinguish between various forms of fictional and informational text.
      d. I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
      e. I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) give rhythm and meaning to a story, poem, or song.
      f. I can determine the author's purpose in a given text.

Writing and Communication
7. Listen and communicate effectively within a second grade classroom.
      a. I can participate in discussions, including listening to others and speaking one at a time.
      b. I can build on others' conversations on a given topic by linking comments and remarks.
      c. I can ask and answer questions in order to gain a better understanding.
      d. I can tell a story or recount an experience with facts and details.
      e. I can speak audibly using coherent sentences.

8. Compose a well-structured opinion piece.
      a. I can generate ideas by using prewriting methods (e.g., graphic organizers, webs, free writing, etc.).

b. I can state my opinion.
c. I can supply reasons that support my opinion.
d. I can use transition words to connect my opinion and reasons.
e. I can write a conclusion sentence.
f. I can develop and strengthen my writing through revision with guidance and support from adults and peers.
g. I can correct my writing through editing with guidance and support from adults and peers.
h. I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

9. Compose a narrative piece.
   a. I can generate ideas by using prewriting methods (e.g., graphic organizers, webs, free writing, etc.).
   b. I can focus my writing around one main event.
   c. I can compose a narrative text with a detailed beginning, middle, and end.
   d. I can compose a narrative text using characters and setting.
   e. I can incorporate descriptive phrases that include sensory details, actions, and feelings.
   f. I can develop and strengthen my writing through revision with guidance and support from adults and peers.
   g. I can correct my writing through editing with guidance and support from adults and peers.
   h. I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

10. Compose a well-structured expository or informative paragraph.
    a. I can generate ideas by using prewriting methods (e.g., graphic organizers, webs, free writing, etc.).
    b. I can write a topic sentence.
    c. I can use facts and supporting details for my topic.
    d. I can use research, when appropriate, to support my writing.
    e. I can write a conclusion sentence.
    f. I can develop and strengthen my writing through revision with guidance and support from adults and peers.
    g. I can correct my writing through editing with guidance and support from adults and peers.
    h. I can use technology to produce and publish writings, recordings, and drawings with guidance and support.
    i. I can participate in shared research and writing projects (e.g., read a number of books on a single topic).

11. Implement correct punctuation and mechanics.
    a. I can print words and sentences with correct spacing and formation.
    b. I can identify and begin to form cursive upper and lowercase letters in isolation.
    c. I can utilize appropriate punctuation including end marks, commas, and apostrophes (i.e., contractions and possessives).
    d. I can use capitalization appropriately including proper nouns.
    e. I can use paragraph structure including indentation.

12. Distinguish between the various parts of speech.

a. I can identify and produce the four types of sentences including statements, questions, commands, and exclamations.
b. I can identify the subject and predicate of a sentence.
c. I can identify and use various types of singular and plural nouns, including irregular plural nouns (e.g., children, teeth, and fish).
d. I can identify and use verbs, including the past tense of irregular verbs (e.g., sat, hid, and swam).
e. I can identify and use adjectives and adverbs.
f. I can use pronouns, including reflexive pronouns (e.g., myself, ourselves).

13. Apply spelling strategies in my writing.
a. I can spell sight words correctly in isolation.
b. I can phonetically spell words correctly in isolation.
c. I can spell sight words correctly in my writing.
d. I can phonetically spell words correctly in my writing.
e. I can use reference materials, including beginning dictionaries, as needed to correct and check spelling.

Math

Operations with Numbers: Base Ten
1. Demonstrate place value understanding to the thousandths place.
a. I can explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
b. I can identify the value of each digit in a three digit number.
c. I can explain that a multiple of 100 can also be referred to as a bundle of ten tens or hundreds (e.g., 700 is equal to 7 bundles of hundreds, or 70 bundles of tens).
d. I can read and write numbers to 1000 using base-ten numerals (standard form), number names (word form), and expanded form.
e. I can compare two three-digit numbers in writing using <, >, or =.
f. I can use the phrases "is greater than", "is equal to", and "is less than" when comparing two three-digit numbers.
g. I can use concrete objects to determine whether a group of up to 20 objects is even or odd.
h. I can write an equation to express an even number as a sum of two equal addends.

2. Use place value understanding and properties of operations to add and subtract two and three-digit numbers.
a. I can fluently solve two-digit addition and subtraction problems.
b. I can use a variety of strategies to add up to four two-digit numbers.
c. I can add and subtract within 1000 using concrete models or drawings and strategies based on place value and relate the strategies to a written method.
d. I can add and subtract within 1000 using properties of operations and/or the relationship between addition and subtraction, and explain the solution verbally.
e. I can explain that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.
f. I can explain how to compose and decompose the tens or hundreds place when adding or subtracting a three-digit number.

g. I can create a number line diagram using whole numbers to represent sums and differences within 100.

Operations and Algebraic Thinking
   3. Understand and extend simple patterns.
      a. I can subitize numbers within 20 (visual dot patterns).
      b. I can reproduce, extend, create, and describe patterns and sequences using a variety of materials and strategies.
      c. I can mentally continue growing or decreasing patterns by adding or subtracting 1, 10, or 100 to/from a number within 1000.
      d. I can skip count by 2s, 5s, 10s, and 100s, from any number within 1000.
      e. I can determine a rule to complete a pattern.

   4. Represent and solve problems involving addition and subtraction.
      a. I can solve addition and subtraction problems for the unknown number in all positions (e.g., $12 + \_\_ = 17$; $\_\_ - 5 = 10$; $8 + 6 = \_\_\_$).
      b. I can use addition and subtraction within 100 to solve one- and two-step word problems with unknown numbers in all positions using equations, drawings, and other strategies.
      c. I can apply correct symbols to number sentences (+, -, =).

   5. Add and subtract within 20.
      a. I can state automatically all sums of two one-digit numbers.
      b. I can fluently add and subtract within 20 using mental strategies such as counting on, making ten, using the relationship between addition and subtraction and creating equivalent but easier or known sums.

   6. Work with equal groups of objects to gain foundations for multiplication.
      a. I can use concrete and pictorial representations to determine the total number of objects in a rectangular array with up to 5 rows and 5 columns (5x5).
      b. I can explain multiplication as repeated addition.
      c. I can write an equation using repeated addition to determine the number of objects in an array up to 5 x 5.

Data Analysis
   7. Collect and analyze data and interpret results.
      a. I can create a picture graph and bar graph to represent data with up to four categories.
      b. I can analyze data from a graph to solve simple "put together," "take apart," and "compare" problems.
      c. I can predict outcomes by analyzing data from Venn diagrams, pictographs, and "yes-no" charts.
      d. I can create a line plot where the horizontal scale is marked off in whole-number units to show data collected through measuring the lengths of several objects to the nearest whole unit.

Measurement
   8. Measure and estimate lengths in standard units.
      a. I can determine length using customary units including inches, feet, and yards.
      b. I can determine length using metric units, including centimeters and meters.

c. I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
d. I can measure objects with two different units, and describe how the two measurements relate to each other and the size of the unit chosen.
e. I can estimate lengths using the following standard units of measurement: inches, feet, centimeters, and meters.
f. I can measure to determine how much longer one object is than another and express the length difference of the objects using standard units of length.
g. I can solve addition and subtraction word problems within 100, involving the same units of length, representing the problem with drawings and/or equations with a symbol for the unknown number.

9. Measure and interpret concepts of time.
a. I can identify the first number as the hour, and the numbers after the colon as the minutes on a digital clock.
b. I can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
c. I can express an understanding of common terms including quarter past, half past, and quarter to when working with elapsed time.

10. Apply knowledge of money within one dollar.
a. I can identify nickels and quarters by name and value.
b. I can find the value of a collection of quarters, dimes, nickels, and pennies.
c. I can solve problems by adding and subtracting money within one dollar, using the $ and ¢ symbols correctly.
d. I can solve word problems by adding and subtracting within one dollar, using the $ and ¢ symbols correctly.

Geometry
11. Reason with shapes and their attributes.
a. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
b. I can recognize and draw shapes having specified attributes (e.g., a given number of angles or a given number of equal faces).
c. I can partition a rectangle into rows and columns of same-size squares and count to find the area.

12. Partition shapes into equal shares and describe the relationship to the whole.
a. I can partition circles and rectangles in two, three, or four equal shares.
b. I can describe shapes cut into pieces by using terms such as halves, thirds, half of, or a third of.
c. I can explain that equal shares of identical wholes need not have the same shape.