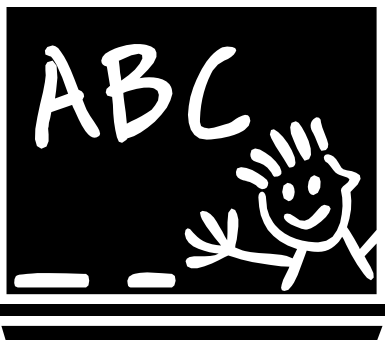


## Help your child become a word solver and a joyful reader and writer!

Children who are word solvers can take words apart to help them in their search for meaning. When they write, they are able to construct words from letters and letter clusters. Word solvers can unlock the puzzle of print and enter the joyful world of reading. You can help your child become a word solver by:

- Pointing out print to your child—in books, magazines, newspapers, on a billboard, a sign, a cereal box or a milk carton
- Have your child point out and read environmental print in grocery stores, restaurants, street signs
- Reading to your child everyday—even 10 minutes opens your child's ears to sound and eyes to print
- Teaching your child rhymes and songs—rhythm and rhyme are essential to language
- Listening to your child tell about his day—retelling is an important skill in reading
- Encouraging your child to keep a journal—to write and draw everyday



## District and classroom assessments



The district and individual schools use a variety of formal and informal assessments to check for reading and writing progress. These assessments include:

- Terra Nova—State required assessment
- District Trimester Benchmark assessment—this is a district level assessment created by teachers to assess for progress on state standards and objectives and strongly correlates to classroom instruction
- Writing samples gathered in class
- Oral reading assessment—teacher assesses students as they read from leveled texts
- District or school assigned sight words and spelling words



For complete information on the Arizona Academic Standards go to [www.ade.az.gov/standards/contentstandards.asp](http://www.ade.az.gov/standards/contentstandards.asp)

## Osborn School District

1226 W. Osborn Road  
Phoenix, Arizona 85013

Phone: 602-707-2000  
Fax: 602-707-2040  
[www.osbornnet.org](http://www.osbornnet.org)  
11/15/10



Osborn School District  
An Osborn Education

*Parents' Guide to  
Grade Level  
Learning Targets  
for Reading,  
Writing*

*Grade 2*

## Osborn School District Grade 2 Targets



### Reading

**Reading Process**—students will be able to use these skills to understand text:

#### 1. Phonemic awareness:

- blend isolated phonemes (sounds) to form 1-2 syllable words

#### 2. Phonics:

- recognize and use syllabication rules
- recognize plurals
- recognize high frequency words
- recognize contractions
- word order (syntax)

#### 3. Vocabulary:

- identify prefixes and suffixes
- determine the meaning of compound words

#### 4. Fluency:

- use punctuation to guide reading
- read aloud in a manner that sounds like natural speech

#### 5. Comprehension

The most important skill in reading is understanding and bringing meaning to text. This includes:

- identifying story elements (character, setting, problem and solution)
- predicting events
- sequencing events in stories
- identify fiction and nonfiction
- relate information in reading selection to real life experiences.

#### 6. Historical and cultural value of literature

- comparing stories across cultures
- comparing stories across cultures to personal experiences

#### 7. Informational/expository text

- locate information using titles, tables and graphic (picture) features
- use a variety of sources (trade books, magazines, electronic text,) to locate information

#### 8. Functional text

- following a set of written directions
- state meaning of signs and graphic symbols



### Writing

Students will use the writing process to generate writing pieces. This process includes the following steps:

- prewriting (organizing ideas)
- drafting (first try at writing)
- revising (rereading and adding or taking out details)
- editing (checking spelling and punctuation)
- publishing (how does my writing look)

**Students will write several pieces of writing during the year. These pieces are:**

**Narrative:** invented stories or personal stories that includes:

- main idea
- characters
- sequence of events

**Functional text:**

- classroom rules

- letters and notes
- posters
- graphs/tables

**Expository text:**

- labels and lists
- observations
- journals

**Simple poems or chants**

**Responses to Literature**

- character
- setting
- problem/solution

**Informational Report that includes:**

- a title
- a main idea
- Supporting details

**Student writing is assessed using 6 different concepts:**

- Ideas and content (what is my writing about)
- Organization (does my writing have a beginning, middle and end)
- Voice (does my writing sound like me)
- Word choice (did I use interesting words)
- Sentence fluency (did I write with long or short sentences; do my sentences start with different words)
- Conventions (did I use correct spelling, grammar and punctuation)