Second Grade Exit Goals

Oral Language	Reading	Writing	Grammar & Punctuation	Spelling & Vocabulary
Increased receptive language skills are evident as students listen for meaning in discussions and conversations, reflect on what is heard, and relate connected personal experiences. In speaking fluently and conveying ideas in discussions and conversations, students exhibit expressive language skills. Students are guided to articulate with clarity long, unfamiliar, or complicated words, and to ask relevant questions during discussions. Students read aloud with clear enunciation, volume, intonation and attention to punctuation. Students speak with age-appropriate intonation, volume, and clarity without reminders with higher level social language skills, and are able to adjust body language appropriate to the situation with reminders. Students stay on topic with minimal reminders and wait their turn to speak without reminders.	**Reading Skills** Students read grade-level chapter books, demonstrating a corresponding level of fluency and comprehension. Applying decoding skills to decipher new words, students demonstrate grade-level use of phonics and word structure cues. (Based on BPST assessment.) Students recognize word endings and common beginnings, and read 280 of the first 300 high-frequency words. Choosing reading materials at individual reading levels, students read independently for 10-15 minutes throughout the year. (DRA levels 19-28) Students show a broadening literary appreciation in reading and discussing works of different genres of fiction, non-fiction, and poetry. **Comprehension and Analysis** Students apply self-correcting strategies for comprehension and word meaning when reading. Through oral retelling and written summary, students demonstrate comprehension of stories written at students' independent reading levels.	**Strategies and Applications** Students demonstrate the ability to write several sentences on a topic, including short nonfiction pieces that relay simple facts on a topic. Writing skill development is shown through greater attention to spacing, legibility, and correct spellings of simple words and some high-frequency words. Increased development of written expression is demonstrated as students write about observations and personal experiences, and choose their own writing topics. Students share their writing with others. Students apply phonetic spelling as they write with increased fluency and independence. Students read their own writing for mistakes and edit with guidance. Students revise writings by adding details with guidance. **Written Conventions** See Exit Goals Summary, Grammar; and Exit Goals Summary Punctuation.	Students write sentences using correct initial capitalization, capitalization of common proper names, and final period or question mark. Students understand and respond to corresponding editing marks. Students understand nouns as "naming words," and verbs as "doing words."	Segments sounds and syllables in words by beat. Spells basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly*. Applies simple suffixes in words (i.e. -s, -es, -ed, -ing, -ly). Scores 80% accuracy on weekly spelling tests. Applies spelling from class lessons to work. Primary Spelling Inventory. (Johnston): spells correctly 19/25 words*. CRLP benchmark: spells 100 of the first 150 high frequency words with 80% accuracy (see list).

Second Grade Exit Goals

Editing Marks	Handwriting & Word Processing	Spanish	Math	Technology
Students edit for indented lines at the beginning of new paragraphs. Students understand and respond to all corresponding and previously-presented editing marks used on the Gateway Editing Chart. (See Addendum.)	Students complete HWT Program for 2nd grade. Students are familiar with all cursive letters using Loops and Other Groups handwriting program.	**Participation** Responds to simple directions and questions by using physical actions and simple verbal expressions. **Comprehension/Response** Listens attentively to stories/information and can identify grade-level vocabulary using both verbal and nonverbal responses. **Content/Vocabulary** Demonstrates knowledge of 60% of grade-level vocabulary and 80% of previous grade vocabulary. **Reading/Alphabet** Recognizes vowel sounds. Reads and comprehends words and phrases. **Writing** Copies words, phrases and simple sentences.	**Numbers and Operations** Students know addition and subtraction facts in terms of the set of three numbers involved, and add three 1-digit numbers mentally. Students demonstrate quick calculation and recall of simple math facts, including adding and subtracting multiples of 10, and counting fluently by 2's, 5's, and 10's. Students identify place value in 2-digit and 3-digit numbers. Students demonstrate knowledge of product, numerator, denominator, and quotient. Students identify and name fractional parts of a region. **Algebra Concepts and Functions** Students find missing addends for the next multiple of 10. Students find equivalent names for numbers. Students create and solve number stories. **Measurement and Geometry** Students use a ruler, tape measure, and meter/yardstick correctly. Students identify, construct, analyze, and classify 2-dimensional shapes and polygons. **Statistics, Data Analysis, Probability** Students plot data on a bar graph and solve number-grid patterns. **Mathematical Reasoning** Students set up more difficult problems, construct models, solve problems using calculations, and explain reasoning, employing grade-level skills.	**General Computer Skills** Able to start software from both CD and hard drive without support.

Second Grade Exit Goals

Science skills & Content	Social Studies	Art	Music	PE	Behavioral Expectations
Physical Sciences Students describe the position of an object in terms of another object or to the background. (Mare) Students describe an object's motion based on a record of change in position of the object over time. (Mare) Students change the motion of an object with push or pull and show how the change is related to the strength, or force, of the push or pull. (Mare, HOIS) Students use tools or machines to apply push or pull for movement (Life Lab) Students use magnets to make objects move without touch. (Mare, HOIS) Students demonstrate how objects fall to the ground unless something holds them up. (Life Lab) Students show understanding that sound is made by vibrating objects and can be described by pitch and volume. (Music) **Life Sciences** Students demonstrate understanding that plants and animals have predictable life cycles. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. Students know the sequential stages of life cycles are different for different plants and animals. (Life Lab) Students know many characteristics of an organism are inherited from the parents; some characteristics are caused	**Social and Interpersonal Skills** Understands the variety of roles and relationships in different families. Reads visual social communication cues. Practices social communication skills. **Community Awareness and Understanding** Developing an understanding and appreciation of their family history. Has some understanding of the celebration of particular cultural holidays such as Dial de los Muertos. **Geographical, Cultural and Historical Understanding** A beginning understanding of the continents and oceans of the world and how to identify places on maps. A beginning understanding of some major social movements in the U.S. including: Civil Rights and Women's Studies. A beginning understanding of American History through introductory studies of the Indigenous Peoples of the Americas, reading about the lives of famous Americans, and an introduction to Latin-American and Afro-American History.	Demonstrates an understanding of rhythm in the creation of pattern Understands how to use the color wheel to choose opposite colors for a work of art. Mixes paint to create tertiary colors. Depicts the illusion of space in a work of art using overlapping shapes, relative size and placement on the picture plane. Demonstrates the use of texture in a clay piece. Understands how to use a pencil or pain to create visual texture in a work of art. Creates contour observational drawings.	Plays several-part arrangements on barred instruments in time with the ensemble. Sings with appropriate expression and moderate accuracy. Moves in time and in varied styles Plays his/her own creative role in a group effort. Answers basic questions correctly about observed performances. Writes musical ideas using self-invented notation.	Movement concepts Moves fast to open spaces within boundaries. Sustains continuous movement longer, while participating in moderate to vigorous physical activity. Manipulative Skills Rolls/throws a ball for distance using proper form. Catches a gently thrown ball correctly. Kicks a slowly rolling ball. Strikes a ball with a bat from a tee or cone, using correct grip and side orientation. Hand-dribbles a ball with control for a continuous time period. Foot-dribbles along the ground with control. Jumps a turned rope repeatedly. Knowledge of movement concepts Defines "open space". Explains how to absorb the force of an oncoming object. Explains why one hand or foot is often preferred when practicing movement skills. Lists opportunities to use an underhand and overhand throw. Lists different opportunities to use striking skills. Explains key elements when throwing far. Identifies when to begin the kicking motion when kicking a slowly rolling ball. Explains the role of	Initiates greeting when seeing somebody. Waits until teacher has stopped talking to sharpen pencil. Does class job without reminder. Knows and uses appropriate language at school. Always works to resolve conflicts without physical or verbal violence. Waits until others have stopped speaking before talking. Can identify and express own emotions. Begins to set own improvement goals.

or influenced by the environment. Students know there is variation among like individuals within a population. Students demonstrate that light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. (Life Lab) Students know flowers and fruits are associated with reproduction in plants. (Life Lab) **Earth Sciences** Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept: Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. (Mare) Students know smaller rocks come from the breakage and weathering of larger rocks. (Mare) Students know that soil and sand are made partly from weathered rock and partly from organic materials, and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants. (Life Lab, Mare) Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.(Mare) Students know rock, water, plants, and soil provide many				increasing arm and hand speed when hand-dribbling a ball. Knows what muscles work when and why to warm up. Psychological and sociological concepts Participates in group settings positively. Accepts responsibility for own behavior. Acknowledges opponent or partner during an activity or game and gives positive feedback. Encourages others using verbal and non-verbal communication. Demonstrates respect for self, others, and equipment during physical activities. Demonstrates how to solve a problem with another during physical activity. Participates positively in physical activities that rely on cooperation.	

resources, including food, fuel, and building materials, that humans use. (Life Lab, Mare) **Investigation and Experimentation** Scientific progress is made by asking meaningful questions and conducting careful investigations. Students make predictions based on observed patterns and not random guessing. (Other, Mare, Life Lab) Students measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units. (Life Lab, Other) Students compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight). (Life Lab, Other, Mare) Students write or draw descriptions of a sequence of steps, events, and observations.(Life Lab, Mare, Other) Students construct bar graphs to record data, using appropriately labeled axes. (Life Lab, Mare, Other) Students use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects. (Life Lab, Mare, Other) Students follow oral instructions for a scientific investigation. (Class/Life Lab)					