GRADE TWO APPLICATION OF UNIVERSAL/LIFE-LONG LEARNING SKILLS

The skills detailed below are to be integrated in all instructional experiences - wherever and whenever possible.

- **READ, WRITE AND LISTEN FOR MANY PURPOSES**
  Identify the purpose of reading and writing particular texts
  Read a variety of material for sustained lengths of time
  Read longer texts or multiple shorter texts daily and discuss text(s) with others
  Reread all or portions of favorite texts to gain deeper comprehension and knowledge of author's craft
  Read multiple texts by the same author and discuss the similarities/differences among these texts
  Respond with curiosity and awe
- **DEVELOP AND APPLY THINKING STRATEGIES**
  - **Asking questions for clarification and understanding**
    Ask and answer literal and inferential questions of themselves and about the information sources they use before, during, and after reading
    Begin to use information literacy skills to research and answer an essential question with teacher support
    Understand that some answers to some questions are found in the text, but that others must be inferred based upon background knowledge
    Question context, content, probability/possibility and format with teacher support and questions
  - **Activating relevant, prior knowledge (schema)**
    Make multiple feasible predictions
    Use prior knowledge of author, genre, and/or topic to connect to text (text-to-self, text, & world)
    Distinguish between meaningful, relevant connections and those connections that are not
    Confirm/change predictions using supporting evidence
  - **Determining the most important ideas or themes from information sources**
    Identify and use important words in a text to perform a task, *e.g., math problem solving, following multi-step written directions*
    Combine information from two different parts of text
    Use text structure, content, visual and auditory clues to extract basic information
    Distinguish between important and interesting information
    Begin to record important information for later use
  - **Creating sensory images from information sources**
    Develop an awareness of imagery
    Use sensory imagery to construct meaning through a variety of visual and verbal experiences
    Revise images based on new information in the text, new interpretations developed by the reader, and/or in response to shared images of other readers
    Begin to use mental images in writing
  - **Analyze data and recognize patterns**
    Recognize and begin to independently use sensory data, *e.g., observations*, as sources of information

Recognize and be able to talk about organizing structures in text

Use structures of text to preview and locate information, *e.g., glossaries and dictionaries, table of contents, atlases, directories, indexes, and text formats*

Create a variety of graphs with a computer

- **Drawing inferences from information sources**

    Make valid inferences using supporting evidence

    Infer cause-and-effect relationships that are not explicitly stated

    Draw conclusions and form personal interpretations of text using prior knowledge and text clues

- **Synthesizing information**

    Retell contents from information sources in a logically sequenced manner.

    Draw upon prior knowledge and experiences to make critical judgments or create new ideas

    Apply summarization skills o Read Alouds and instructional level text

    Present information in written, visual, oral and multimedia products

    Provide evidence from text for all oral, written, and presented responses about text

    Develop generalizations with teacher support

- **Monitor meaning and comprehension**

    Recognize when the meaning of a variety of text structures and/or content is not clear to the reader

    Search for clarification clues within the text

    Connect and compare own understandings/observations to information in text

    Repair comprehension when it breaks down

    Verbalize and apply a variety of taught strategies

- **Engage in reflection to evaluate process and product**

    Select own "best" works and verbalize criteria used

- **DEVELOP AND APPLY SKILLS IN TECHNOLOGY TO THE LEARNING PROCESS**

    Develop introductory skills in word processing, graphics, telecommunications and presentations

- **COMMUNICATE WITH CLARITY AND PRECISION**