



**Community Consolidated  
School District 15**

# 2008-09 Learner Statements



## Mission Statement

The Mission of School District 15 is to produce world-class learners by building a connected learning community.

### Our Core Values are:

- Visionary Leadership
- Learning-Centered Education
- Organizational and Personal Learning
- Valuing Faculty, Staff, and Stakeholders
- Agility
- Focus on the Future
- Managing for Innovation
- Social Responsibility
- Focus on Results and Creating Value

### Our Key Goals are:

- World-class student achievement in reading, mathematics, communication skills, problem solving skills, social skills, technology literacy, and life skills
- Constituent involvement and satisfaction
- Effective and efficient instructional and administrative processes
- High-performing staff
- Financial performance

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# Second Grade

The District 15 Learner Statements are grade-level benchmarks that are aligned to the Illinois State Goals and Standards.

The Learner Statements represent what all children at each grade level should know, understand, and be able to do.

The appearance of a learner statement at one grade level does not diminish the **introduction** and **practice** done in prior grade levels, nor the continued practice for **reinforcement** in subsequent grade levels.

Uses for the Learner Statements include:

- Setting goals for instruction.
- Communication at parent conferences.
- Teacher communication within grade levels.
- Teacher communication across grade levels.



## Language Arts

### State Goal 1: Read with understanding and fluency.

#### State Standards

- Apply word analysis and vocabulary skills to comprehend selections.
- Apply reading strategies to improve understanding and fluency.
- Comprehend a broad range of reading materials.

#### District 15 Learner Statements

- 1.A. Know long and short vowel sounds
- 2.A. Know age-appropriate sight words and common high-frequency words (e.g., common antonyms and synonyms, multiple meaning words)
- 3.A. Use word structures (e.g., basic prefixes, suffixes, syllables, consonant blends, vowel patterns, root words) to decode unknown words
- 4.A. Know meaning of common prefixes and suffixes
- 5.B. Use self-correction strategies to establish and clarify meaning (e.g., reread a paragraph or sentence, use context clues)
- 6.B. Make simple predictions and inferences (e.g., about the order of events, possible story outcomes)
- 7.B. Understand use of table of contents
- 8.B. Use text structure and visual cues (e.g., titles, headings, pictures, diagrams) to aid in comprehension of text
- 9.B. Read aloud with fluency and expression (e.g., read phrases rather than word-by-word; interject a sense of feeling, anticipation, characterization; attend to punctuation)
- 10.C. Understand the main idea of simple expository text
- 11.C. Summarize information in texts (e.g., based on text organization, sequence)
- 12.C. Read a variety of informational passages and books

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**State Goal 2: Read and understand literature representative of various societies, eras, and ideas.****State Standards**

- A. Understand how literary elements and techniques are used to convey meaning.
- B. Read and interpret a variety of literary works.

**District 15 Learner Statements**

- 1.A. Understand the basic plot of a variety of fictional materials
- 2.A. Know the main characters in a variety of selections of fictional material
- 3.A. Make inferences regarding story elements (e.g., reasons for events, order of events, character's actions, possible story outcomes)
- 4.A. Know story elements (e.g., setting, characters, main events, problem, solution)
- 5.A. Understand the sequence of events in a story
- 6.B. Read a variety of literary texts (e.g., classic and contemporary fiction, nonfiction, fairy tales, short stories, poetry, folk tales, legends, fables, myths, picture books, predictable books)
- 7.B. Relate character, setting, and plot to real-life situations

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**State Goal 3: Write to communicate for a variety of purposes.****State Standards**

- A. Use correct grammar, spelling, punctuation, capitalization, and structure.
- B. Compose well-organized and coherent writing for specific purposes and audiences.
- C. Communicate ideas in writing to accomplish a variety of purposes.

**District 15 Learner Statements**

- 1.A. Use upper- and lower-case letters conventionally
  - 2.A. Spell common, high-frequency words (word wall words)
  - 3.A. Use basic rules of capitalization in writing (e.g., capitalize common proper nouns, the pronoun "I," and words at the beginning of sentences)
  - 4.A. Use basic rules of punctuation in writing (e.g., use periods, question marks, and exclamation marks; use apostrophes in contractions; use commas in dates, in a series of words, and after a greeting in a letter)
  - 5.A. Use complete sentences in writing (e.g., declarative, interrogative, exclamatory)
  - 6.A. Use parts of speech in writing (e.g., nouns for simple object and family members, action verbs, adjectives, adverbs)
  - 7.B. Use beginning, middle, and end to organize a written story
  - 8.B. Use prewriting strategies to plan and organize writing (e.g., discuss ideas with peers, write key thoughts and questions)
  - 9.B. Use strategies to write narratives (e.g., recount and reflect on an experience, report an observed event, describe a subject and event, indicate significance of event, use specific detail and word choice)
  - 10.B. Use strategies to write expository texts (e.g., maintain topic showing focus and elaboration, explain, interpret, or describe something; use background experiences or other information to support writing)
  - 11.B. Use strategies to draft, revise, and edit writing (e.g., use information to develop a topic; revise to improve content, grammar, and sentence structure; rearrange words, sentences, and paragraphs to clarify meaning; add descriptive words and details; delete unnecessary information, edit for grammar and punctuation)
  - 12.C. Write for different purposes (e.g., to narrate, to describe, to inform, to explain, to entertain, to persuade, to respond to literature)
  - 13.C. Use a variety of writing formats (e.g., picture books, letters, stories, poems, information pieces)
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**State Goal 4: Listen and speak effectively in a variety of situations.****State Standards**

- A. Listen effectively in formal and informal situations.
- B. Speak effectively using language appropriate to the situation and audience.

**District 15 Learner Statements**

- 1.A. Listen for specific purposes
- 2.A. Understand characteristic sounds and rhythms of the English language (e.g., letter-sound relationships, rhythm, rhyme, word order, patterns, alliteration)
- 3.A. Ask questions and respond to questions from the teacher and from group members to improve comprehension
- 4.B. Use strategies to contribute to discussions (e.g., recount personal experiences, report on personal knowledge about a topic, initiate conversation, participate as a leader)
- 5.B. Speak for different purposes (e.g., to inform, to entertain, to express ideas)
- 6.B. Participate in discussions around a common topic

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**State Goal 5: Use the language arts to acquire, assess, and communicate information.****State Standards**

- A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.

**District 15 Learner Statements**

- 1.A. Generate questions and gather information
- 2.A. Use a variety of age-appropriate print and electronic sources to locate and gather information (e.g., dictionaries, indexes)
- 3.A. Locate words in dictionaries and topics in encyclopedias
- 4.A. Use organizational features of books (e.g., table of contents, index, glossary, pictures, charts) to locate information

## Mathematics

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**State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios, and proportions.****State Standards**

- A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
- B. Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms, and relationships.
- C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers.
- D. Solve problems using comparison of quantities, ratios, proportions, and percents.

**District 15 Learner Statements**

- 1.A. Count forward and back by 2s, 5s, and 10s starting with a number between 0 and 1050 (e.g., 22, 24, 26; 35, 30, 25; 90, 80, 70)
- 2.A. Read, write and order numbers to 1050
- 3.A. Connect number words and numerals to the quantities and place value they represent to 1050
- 4.A. Compare two or more numbers to 1050 and identify which number is more than, equal to, or less than the other number (>, =, <)
- 5.B. Solve one-step real-world problems involving two-digit and three-digit numbers in both addition and subtraction (without regrouping)
- 6.B. Solve two-digit and three-digit addition and subtraction problems without regrouping
- 7.B. Solve two-digit addition and subtraction problems with regrouping

- 8.B. Demonstrate a knowledge of multiplication (repeated addition) using manipulatives, drawings, and story problems
- 9.B. Demonstrate a basic knowledge of division through equal sharing using manipulatives, drawings, and story problems
- 10.C. Know the addition and subtraction facts through 18 (mental math included)
- 11.C. Use mental math to solve problems
- 12.C. Use estimation to solve real-life problems
- 13.D. Demonstrate concretely, pictorially, and symbolically the concept of fractions as part of a whole using the fractions: halves, thirds, and fourths

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**State Goal 7: Estimate, make, and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.**

**State Standards**

- A. Measure and compare quantities using appropriate units, instruments, and methods.
- B. Estimate measurements and determine acceptable levels of accuracy.
- C. Select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate findings.

**District 15 Learner Statements**

- 1.A. Read and write time to five-minute intervals using both digital and analog
- 2.A. Compute elapsed time using a clock (hours and half-hours)
- 3.A. Know the value of U.S. coins and the dollar bill and their equivalencies
- 4.A. Count a collection of bills and mixed coins up to five dollars
- 5.A. Measure to the nearest inch or centimeter using a ruler
- 6.B. Estimate and measure the size (length and width) of any given object using standard units (i.e., inches, centimeters)
- 7.C. Select and use the appropriate instruments and units of measure for:
  - Temperature (thermometer/degrees)
  - Weight (scale/pounds)
  - Length (ruler, tape measure/inches, feet)

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**State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.**

**State Standards**

- A. Describe numerical relationships using variables and patterns.
- B. Interpret and describe numerical relationships using tables, graphs, and symbols.
- C. Solve problems using systems of numbers and their properties.
- D. Use algebraic concepts and procedures to represent and solve problems.

**District 15 Learner Statements**

- 1.A. Recognize that patterning results from repeating an operation (+ 2 each time) or making some other change to an attribute (color, size, shape)
- 2.A. Describe a given pattern and explain the pattern rule
- 3.B. Identify number patterns on a hundred chart
- 4.B. Solve a variety of number sentences with equalities and inequalities (using the symbols <, >, =)
- 5.D. Write an answer for an unknown, involving basic + and – facts, that will form a true mathematical statement (i.e., ? – 9 = 7)

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**State Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.**

**State Standards**

- A. Demonstrate and apply geometric concepts involving points, lines, planes, and space.
- B. Identify, describe, classify, and compare relationships using points, lines, planes, and solids.
- C. Construct convincing arguments and proofs to solve problems.
- D. Use trigonometric ratios and circular functions to solve problems.

**District 15 Learner Statements**

- 1.A. Recognize, name, and compare three-dimensional shapes (prisms, cylinders, pyramids, cones, and spheres)
- 2.A. Use concrete materials (i.e., geoboards, graph paper, grids, rulers) to determine perimeter and area
- 3.B. Identify faces and vertices of three-dimensional shapes
- 4.B. Recognize slides, flips, and turns
- 5.C. Recognize and create shapes that have symmetry (i.e., heart, butterflies)

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**State Goal 10: Collect, organize, and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.**

**State Standards**

- A. Organize, describe, and make predictions from existing data.
- B. Formulate questions, design data collection methods, gather and analyze data, and communicate findings.
- C. Determine, describe, and apply the probabilities of events.

**District 15 Learner Statements**

- 1.A. Record results of activities involving chance and make predictions based on data (Examples: coin tosses, number cube/dice rolls, spinners)
- 2.B. Construct and interpret simple tables, bar and circle graphs using data
- 3.C. Know if the likelihood of a given situation is certain, probable, or impossible (Examples: coin tosses, spinners, election results)

## Science

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**State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.**

**State Standards**

- A. Know and apply the concepts, principles, and processes of scientific inquiry.
- B. Know and apply the concepts, principles, and processes of technological design.

**District 15 Learner Statements**

- 1.A. Use appropriate safety procedures when doing experiments (e.g., not tasting materials without permission, “stop, drop, and roll”)
- 2.A. Use simple equipment and tools to gather scientific data and extend the senses (e.g., rulers, scales, thermometers, magnifiers, microscopes, calculators, graduated cylinders, pan balances)
- 3.A. Classify objects using two or more physical attributes
- 4.A. Work to ensure a safe environment following safety procedures at all times

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**State Goal 12: Understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.**

**State Standards**

- A. Know and apply concepts that explain how living things function, adapt, and change.
- B. Know and apply concepts that describe how living things interact with each other and with their environment.
- C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
- D. Know and apply concepts that describe force and motion and the principles that explain them.
- E. Know and apply concepts that describe the features and processes of the Earth and its resources.
- F. Know and apply the concepts that explain the composition and structure of the universe and Earth's place in it.

**District 15 Learner Statements**

- 1.A. Understand that different organisms have some similar features and some different features
- 2.A. Know that, while differences exist among individuals (insects), they closely resemble their parents
- 3.A. Compare the life cycles of various living things (insects)
- 4.A. Know that insects have features that help them live in specific environments
- 5.A. Categorize living organisms using a variety of observable features (e.g. size, color, shape, backbone, plant, animal)
- 6.A. Know that organisms have different structures which serve different functions in growth, survival, and reproduction
- 7.A. Understand the differences between the two types of insect life cycles (those with nymphs and those with larve and pupae)
- 8.C. Understand density as a property of substances (e.g., flotation, relative mass)
- 9.C. Understand solubility as a property of substances
- 10.C. Understand and identify the properties of matter (solid, liquids, and gases)
- 11.C. Understand that an increase in temperature generally causes things to expand, and that a decrease in temperature generally causes things to contract.
- 12.E. Name and distinguish the different kinds of clouds based on their appearance and place in the atmosphere: cirrus, cumulus, and stratus
- 13.E. Understand that weather is described using measurements of temperature, wind direction and speed, amounts of precipitation, humidity, and air pressure
- 14.E. Understand that weather systems can be tracked and their motions roughly predicted
- 15.E. Understand simple weather data (clouds, precipitation, wind direction and speed)
- 16.E. Understand the stages of the water cycle: evaporation, condensation, and precipitation

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**State Goal 13: Understand the relationships among science, technology, and society in historical and contemporary contexts.**

**State Standards**

- A. Know and apply the accepted practices of science.
- B. Know and apply concepts that describe the interaction between science, technology, and society.

**District 15 Learner Statements**

- 1.A. Know that in science it is helpful to work with a team and share findings with others
- 2.A. Identify basic safety procedures
- 3.A. Identify the basic safety equipment used in science (e.g. gloves, goggles, lab coats)
- 4.B. Know how using measuring tools improves the accuracy of estimates

# Social Science

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## **State Goal 14: Understand political systems, with an emphasis on the United States.**

### State Standards

- A. Understand and explain basic principles of the United States government.
- B. Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- C. Understand election processes and responsibilities of citizens.
- D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.
- E. Understand United States foreign policy as it relates to other nations and international issues.
- F. Understand the development of United States political ideas and traditions.

### District 15 Learner Statements

- 1.A. Know that the purpose of government is to represent the interests of the people and set rules and laws that protect individual rights and serve the common good
- 2.A. Understand why government is important in their own community
- 3.A. Know the different authority figures at home, school, and the community and the concepts and people associated with the following terms: law, vote, election, judge, mayor

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## **State Goal 15: Understand economic systems, with an emphasis on the United States.**

### State Standards

- A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.
- B. Understand that scarcity necessitates choices by consumers.
- C. Understand that scarcity necessitates choices by producers.
- D. Understand trade as an exchange of goods or services.
- E. Understand the impact of government policies and decisions on production and consumption in the economy.

### District 15 Learner Statements

- 1.A. Know that people who use goods and services are called consumers, people who make goods or provide services are called producers, and most people both produce and consume
- 2.B. Know that people must differentiate between their wants and their needs when they make economic choices
- 3.C. Know that natural resources are either renewable or nonrenewable

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## **State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.**

### State Standards

- A. Apply the skills of historical analysis and interpretation.
- B. Understand the development of significant political events.
- C. Understand the development of economic systems.
- D. Understand Illinois, United States, and world social history.
- E. Understand Illinois, United States, and world environmental history.

### District 15 Learner Statements

- 1.A. Understand the difference between past, present, and future, and place themselves in time
- 2.B. Know that leaders of the past have included politicians, scientists, social, and military leaders (e.g., George Washington, Thomas Jefferson, Benjamin Franklin, Abraham Lincoln, Sitting Bull, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King, Jr., Sojourner Truth, Rosa Parks)
- 3.B. Know the events and places associated with key historical eras (e.g., Columbus' voyage, Revolutionary War, Civil War, the Alamo, Gettysburg, Pearl Harbor)

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**State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**State Standards**

- A. Locate, describe, and explain places, regions, and features on the Earth.
- B. Analyze and explain characteristics and interactions of the Earth's physical systems.
- C. Understand relationships between geographic factors and society.
- D. Understand the historical significance of geography.

**District 15 Learner Statements**

- 1.A. Understand basic geographic skills (e.g., reading maps, globes, and flow charts)
- 2.A. Use a map or globe to identify continents, countries, states, cities, waterways, and land features
- 3.A. Understand basic map elements (e.g., directional indicator, legend, scale, symbols)
- 4.C. Know ways the physical environment affects human activities (e.g., different types of housing, sports, clothing)

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**State Goal 18: Understand social systems, with an emphasis on the United States.**

**State Standards**

- A. Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.
- B. Understand the roles and interactions of individuals and groups in society.
- C. Understand how social systems form and develop over time.

**District 15 Learner Statements**

- 1.A. Know the folktales, music, and traditions in American culture
- 2.B. Know ways in which social organizations (e.g., churches, museums, American Legion, Rotary, family services, YMCA) contribute to the local community (e.g., blood drives, fund-raisers, after-school activities)

## **Physical Development**

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**State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

**State Standards**

- A. Demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.
- B. Analyze various movement concepts and applications.
- C. Demonstrate knowledge of rules, safety, and strategies during physical activity.

**District 15 Learner Statements**

- 1.A. Demonstrate ability to do moderate rhythmic activity for 10 minutes
  - 2. Demonstrate competence in basic locomotor skills (skip, gallop, hop)
  - 3. Demonstrate competence in basic manipulative skills (catching, throwing, kicking)
  - 4. Demonstrate safety procedures appropriate to level
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**State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

**State Standards**

- A. Know and apply the principles and components of health-related fitness.
- B. Assess individual fitness levels.
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

**District 15 Learner Statements**

- 1.A. Identify basic knowledge of positive effects of exercise
  - 2.A. Identify basic body parts and functions
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**State Goal 21: Develop team-building skills by working with others through physical activity.**

**State Standards**

- A. Demonstrate individual responsibility during group physical activities.
- B. Demonstrate cooperative skills during structured group physical activity.

**District 15 Learner Statements**

- 1.A. Demonstrate understanding of basic movement concepts, body, and space awareness
  - 2.B. Demonstrate cooperation, sportsmanship, and ability to follow directions
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## Health

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**State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**

**State Standards**

- A. Explain the basic principles of health promotion, illness prevention, and safety.
- B. Describe and explain the factors that influence health among individuals, groups, and communities.
- C. Explain how the environment can affect health.

**District 15 Learner Statements**

- 1.A. Know illness prevention strategies and what to do after an illness is acquired (obtain immunizations, visit doctor)
  - 2.A. Know ways to avoid accidental deliberate injuries (hold scissors by the handle)
  - 3.C. Know that environmental problems can cause individual and community health problems
  - 4.A. Understand that substances such as alcohol, drugs, and tobacco should be avoided
  - 5.C. Know basic practices that are good for the environment
  - 6.B. Know people in the community who provide health information and services
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**State Goal 23: Understand human body systems and factors that influence growth and development.**

**State Standards**

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
- B. Explain the effects of health-related actions on the body systems.
- C. Describe the factors that affect growth and development.

**District 15 Learner Statements**

- 1.A. Know the five senses and the function of each

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**State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

**State Standards**

- A. Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B. Apply decision-making skills related to the protection and promotion of individual health.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

**District 15 Learner Statements**

- 1.A. Know that good communication requires good listening as well as good speaking skills
- 2.B. Know that not all products advertised or sold are healthy
- 3.B. Know that parents, teachers, and other trusted adults can help make health-related decisions

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**Fine Arts**

**State Goal 25: Know the language of the arts.**

**State Standards**

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, distinctions, and connections in and among the arts.

**District 15 Learner Statements**

MUSIC

- 1.A. Relate musical sounds to written musical symbols including notation for do, re, mi, sol, and la and dynamics
- 2.A. Know note values for half notes, quarter notes, eighth notes, and quarter and half rests
- 3.A-B. Know these simple music forms: AB, ABA, and verse
- 4.A. Know the classroom instrument families and their sounds

VISUAL ART

- 1.A. Recognize the elements of space and texture in visual art
- 2.A. Recognize the principle of repetition in visual art
- 3.B. Understand the expressive qualities of mood and emotion in visual art

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**State Goal 26: Through creating and performing, understand how works of art are produced.**

**State Standards**

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

**District 15 Learner Statements**

MUSIC

- 1.B. Play a variety of classroom instruments including Orff and rhythm instruments
- 2.B. Perform basic rhythms using half notes, quarter notes, eighth notes, and quarter and half rests
- 3.B. Sing songs using do, re, mi, sol, and la in tune
- 4.B. Perform music and understand how it enhances various cultural celebrations

VISUAL ART

- 1.A. Identify and use appropriate media and tools in a safe and responsible manner
- 2.A. Discover the processes of sculpting, building, or constructing with clay
- 3.B. Create works of art using drawing, painting, building, sculpting, or constructing media to express an idea

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**State Goal 27: Understand the role of the arts in civilizations, past and present.****State Standards**

- A. Analyze how the arts function in history, society, and everyday life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

District 15 Learner Statements

MUSIC

1.A-B. Perform music and understand how it enhances various cultural celebrations

VISUAL ART

- 1.A. Understand the difference between the roles of artist and viewer
- 2.A. Identify how visual art contributes to communication and occupation in the community
- 3.B. Recognize details conveyed in stories and images about people and places

## Technology

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**State Goal 27: None****State Standards**

None

**District 15 Learner Statements**

- 1. Demonstrate the ability to independently run and exit a program
- 2. Use both hands correctly on the “home row” keys
- 3. Identify and use special keys: comma, period, question mark, quotation mark, and shift keys (top row)
- 4. Create a single paragraph document
- 5. Use “save” and “save as” (independently) to save to home directory, common site directory, and floppy disk
- 6. Select text (highlighting) for editing
- 7. Use bold, italics, and underline formatting functions
- 8. Use cut, copy, and paste functions from the toolbar
- 9. Apply font size and style options
- 10. Apply text justification (center, left, and right)
- 11. Use spell check correctly