

Reading: Literature

Common Core Standard	I Can Statement
Key Ideas and Details	
RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	I can ask and answer questions to show that I understand a story.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can recount many different genres of stories and can figure out the central message, lesson or moral.
RL.2.3. Describe how characters in a story respond to major events and challenges.	I can explain how characters react to events and challenges.
Craft and Structure	
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	I can describe how words and phrases can give a story, poem, or song rhythm and meaning.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	I can describe how a story is organized from beginning to end.
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can notice different characters and use my voice to show different characters when reading aloud.

READING: Literature

Common Core Standard	I Can Statement
Integration of Knowledge and Ideas	
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can use information I learned from the illustrations and words in a text to show understanding of its characters, setting, or plot.
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	I can compare and contrast two or more versions of the same story by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of second grade I can read and understand second to third grade level text.

Reading: informational text

Common Core Standard	I Can Statement
Key Ideas and Details	
RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	I can ask and answer questions to show that I understand big ideas and important details in a text.
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	I can identify the main topic in a text with several paragraphs or just a single paragraph.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	
RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	I can determine the meaning of second grade words or phrases in grade level informational texts about a specific topic
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I know and use text features to find important key facts or information in a text quickly.
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	I can identify the main purpose of an informational text .

Reading: informational text

Common Core Standard	I Can Statement
Integration of Knowledge and Ideas	
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I can explain how a specific image or picture adds to and clarifies a text.
RI.2.8. Describe how reasons support specific points the author makes in a text.	I can describe how reasons support specific points the author makes in a text.
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	I can compare and contrast the most important points of two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of second grade I can read and understand second to third grade level informational text.

Reading: Foundational Skills

Common Core Standard	I Can Statement
Phonics and Word Recognition	
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	I know and apply grade-level phonics and word analysis skills in decoding words.
Distinguish long and short vowels when reading regularly spelled one-syllable words.	I notice short and long vowel words when reading regularly spelled one-syllable words.
Know spelling-sound correspondences for additional common vowel teams.	I know the sound of vowel teams when I read.
Decode regularly spelled two-syllable words with long vowels.	I can read regularly spelled two-syllable words with long vowels.
Decode words with common prefixes and suffixes.	I can read words with common prefixes and suffixes.
Identify words with inconsistent but common spelling-sound correspondences.	I can read words with inconsistent but common spelling-sound correspondences
Recognize and read grade-appropriate irregularly spelled words.	I know and can read second grade irregularly spelled words.

Reading: Foundational Skills

Common Core Standard	I Can Statement
Fluency	
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	I can read accurately and smoothly to help me understand my reading.
Read grade-level text with purpose and understanding.	I can read second grade text with purpose and understanding.
Read grade-level text orally with accuracy, appropriate rate, and expression.	I can read aloud second grade text with accuracy, appropriate rate, and expression.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can read words correctly or fix an incorrect word by rereading, thinking about what makes sense, and thinking about how the word looks.

ELA: Writing

Common Core Standard	I Can Statement
Text Types and Purposes	
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	I can write an opinion piece which introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and include a concluding statement or section.
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	I can write informative/explanatory texts which introduce a topic, use facts and definitions to develop my points, and provide a concluding statement or section.
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	I can write narratives which recount an interesting and clear event or several events, include details to describe actions, thoughts, and feelings, use temporal words to order events, and include a satisfying conclusion.
Production and Distribution of Writing	
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	I can focus on a topic and improve my writing by revising and editing with help from adults and students.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use many different digital tools to produce and publish writing with help from adults and students.

ELA: Writing

Common Core Standard	I Can Statement
Research to Build and Present Knowledge	
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	I can participate in shared research and writing projects.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	I can remember information from experiences or gather information from provided sources to answer a question.

ELA: Speaking & Listening

Common Core Standard	I Can Statement
Comprehension and Collaboration	
SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	I can have conversations with many different partners, small groups, the whole class, and adults about second grade ideas and texts.
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	I can follow the classroom rules about how to behave and participate in class discussions.
Build on others' talk in conversations by linking their comments to the remarks of others.	I can build on a conversation by linking and adding to what others say.
Ask for clarification and further explanation as needed about the topics and texts under discussion.	I can ask others to explain and clarify when discussing a book or topic that I do not understand.
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can retell or explain key ideas from a text read aloud or information presented orally or through other media.
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask and answer questions about what a speaker says in order to help me understand, gather additional information, or deepen understanding of a topic or issue.

ELA: SPEAKING & LISTENING

Common Core Standard	I Can Statement
Presentation of Knowledge and Ideas	
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story or recount an experience with appropriate facts and important, descriptive details, speaking loudly and clearly for everyone to hear.
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I can create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to make ideas, thoughts, and feelings clear.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I can speak in complete sentences when appropriate to provide more information.

ELA: Language

Common Core Standard	I Can Statement
Conventions of Standard English	
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I use standard English when writing or speaking.
Use collective nouns (e.g., <i>group</i>).	I can use collective nouns correctly.
Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	I write and use common irregular plural nouns correctly.
Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	I can use reflexive pronouns correctly.
Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	I can write and use common irregular past tense verbs correctly.
Use <i>adjectives and adverbs</i> , and choose between them depending on what is to be modified.	I can use <i>adjectives and adverbs</i> correctly.
Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	I can create, expand, and rearrange complete simple and compound sentences.

ELA: Language

Common Core Standard	I Can Statement
Conventions of Standard English	
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I use standard English capitalization, punctuation, and spelling when writing.
Capitalize holidays, product names, and geographic names.	I can capitalize holidays, product names, and geographic names.
Use commas in greetings and closings of letters.	I can use commas in greetings and closings of letters.
Use an apostrophe to form contractions and frequently occurring possessives.	I can use an apostrophe to make contractions and common possessives.
Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	I can use spelling patterns that I have learned to spell new words.
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can use reference materials to check and correct my spelling when writing.

ELA: Language

Common Core Standard	I Can Statement
Knowledge of Language	
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I use what I know about language and its conventions when writing, speaking, reading, or listening.
Compare formal and informal uses of English.	I can compare formal and informal uses of English.
Vocabulary Acquisition and Use	
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	I can figure out the meaning of unknown and multiple meaning words using several different strategies.
Use sentence-level context as a clue to the meaning of a word or phrase.	I can use the sentence to figure out what a word or phrase means.
Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	I can figure out the meaning of a word when a known prefix is added.
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	I can use a root word I know to help me figure out the meaning of an unknown word with the same root.
Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	I can use what I know about words to predict the meaning of compound words.

ELA: Language

Common Core Standard	I Can Statement
Vocabulary Acquisition and Use	
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I can use glossaries and beginning dictionaries to figure out the meaning of words and phrases.
L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	I can show understanding of figurative language, how words are related and nuances in word meanings.
Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	I can identify real-life connections between words and their use.
Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	I can figure out the differences in meaning among closely related verbs and closely related adjectives.
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	I can use words (including adjectives and adverbs) and phrases I have learned in conversations, reading and being read to, and responding to texts.