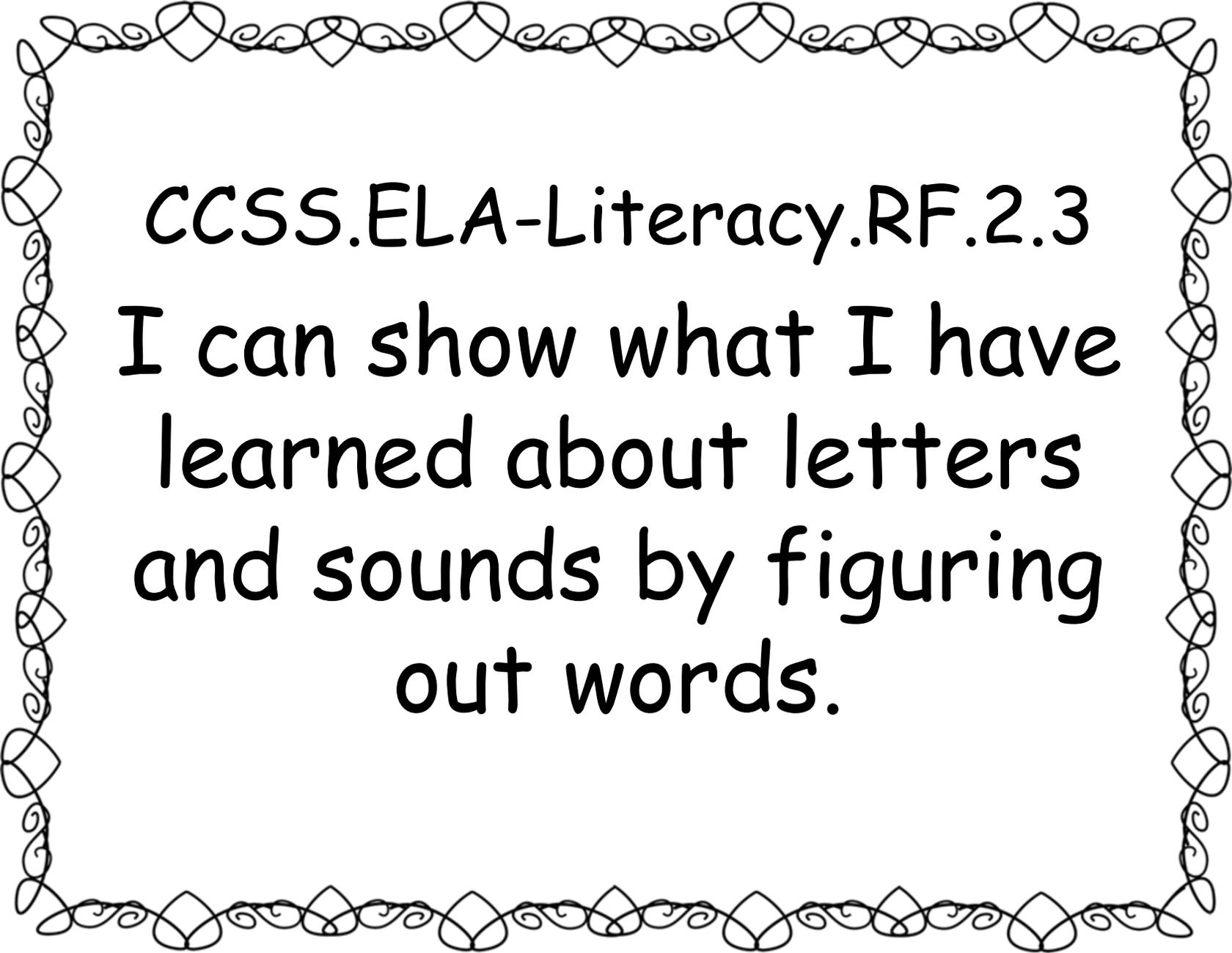
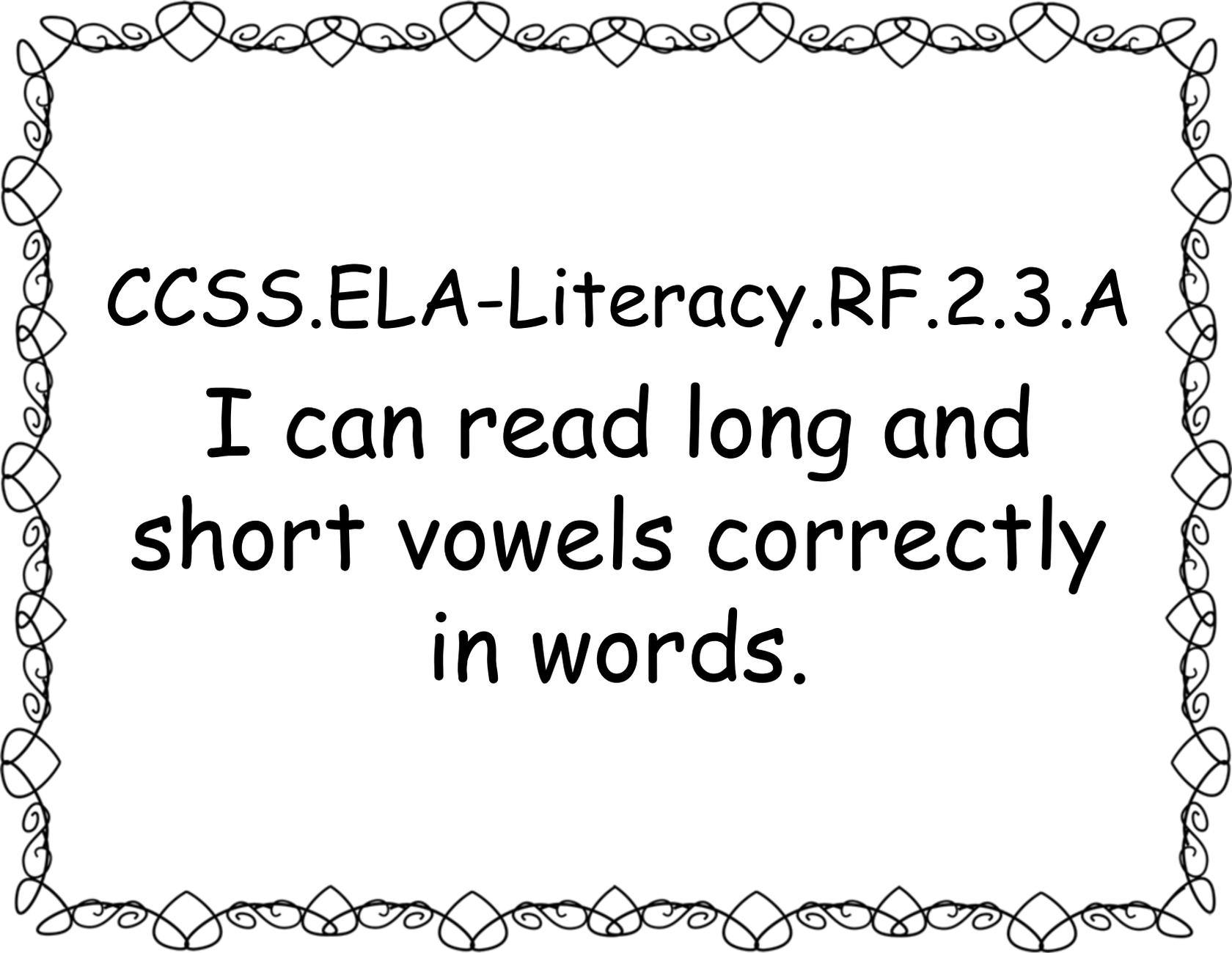


2nd Grade Reading
Foundational Skills
CCSS "I Can"
Statements

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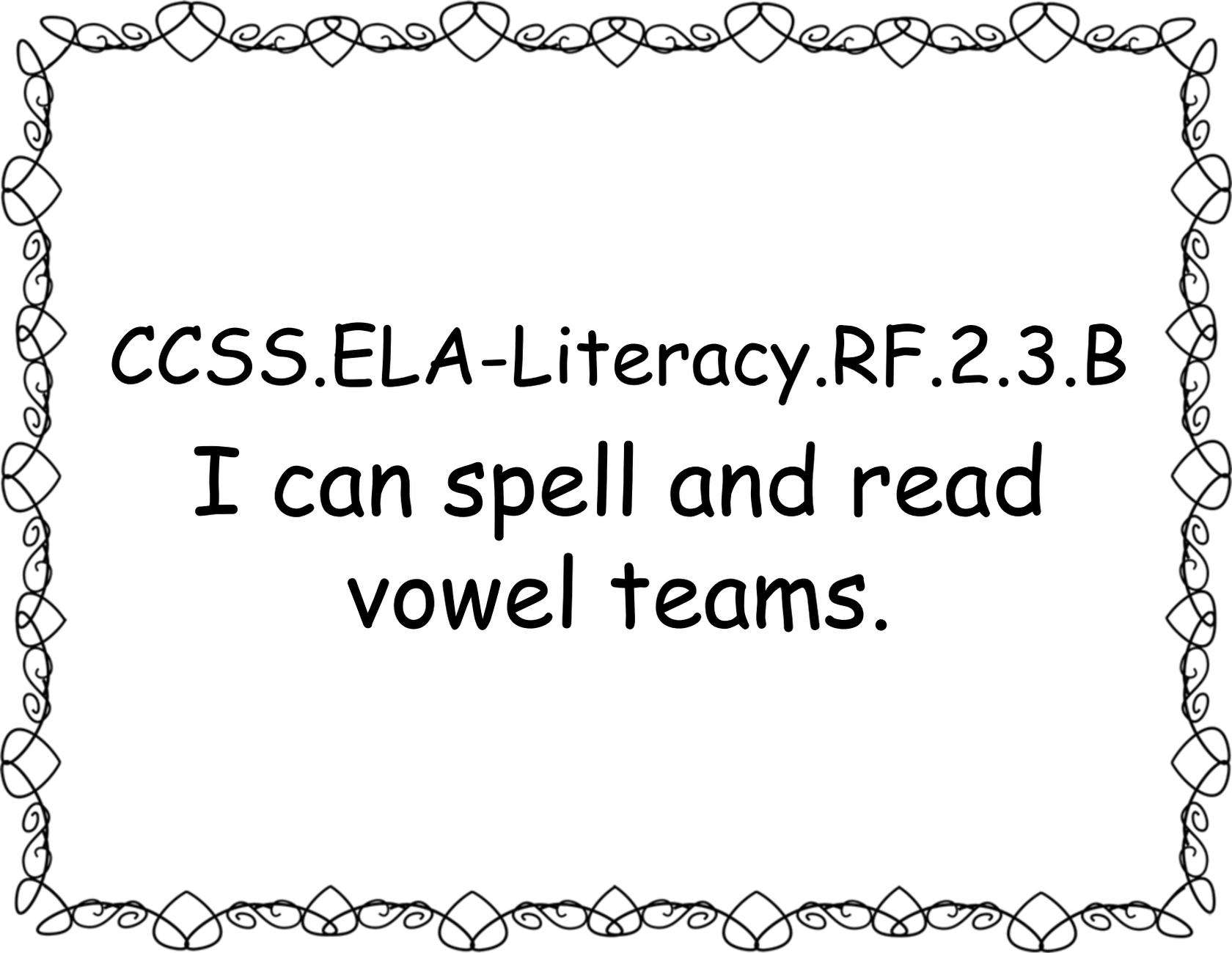
CCSS.ELA-Literacy.RF.2.3

I can show what I have
learned about letters
and sounds by figuring
out words.



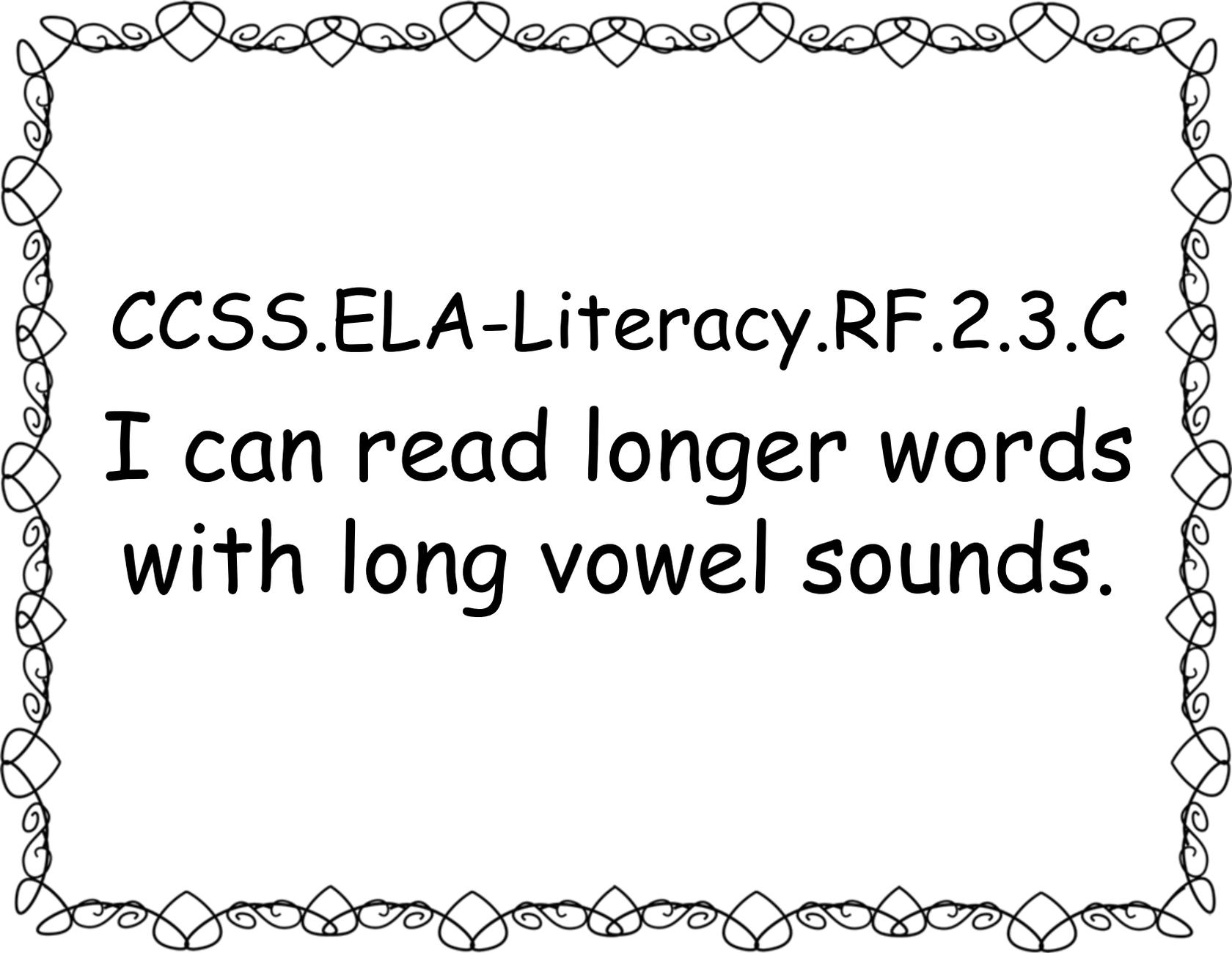
CCSS.ELA-Literacy.RF.2.3.A

I can read long and
short vowels correctly
in words.

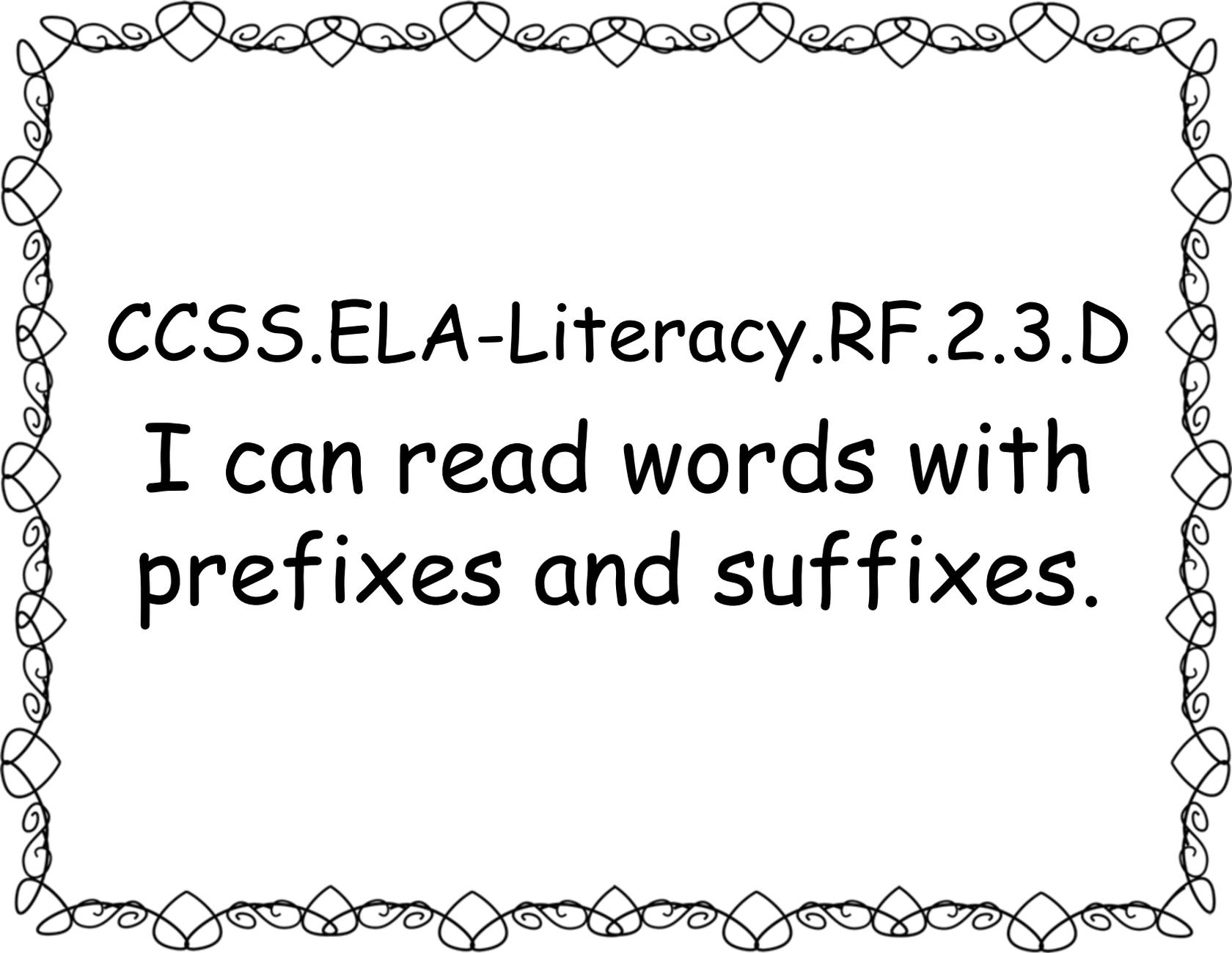


CCSS.ELA-Literacy.RF.2.3.B

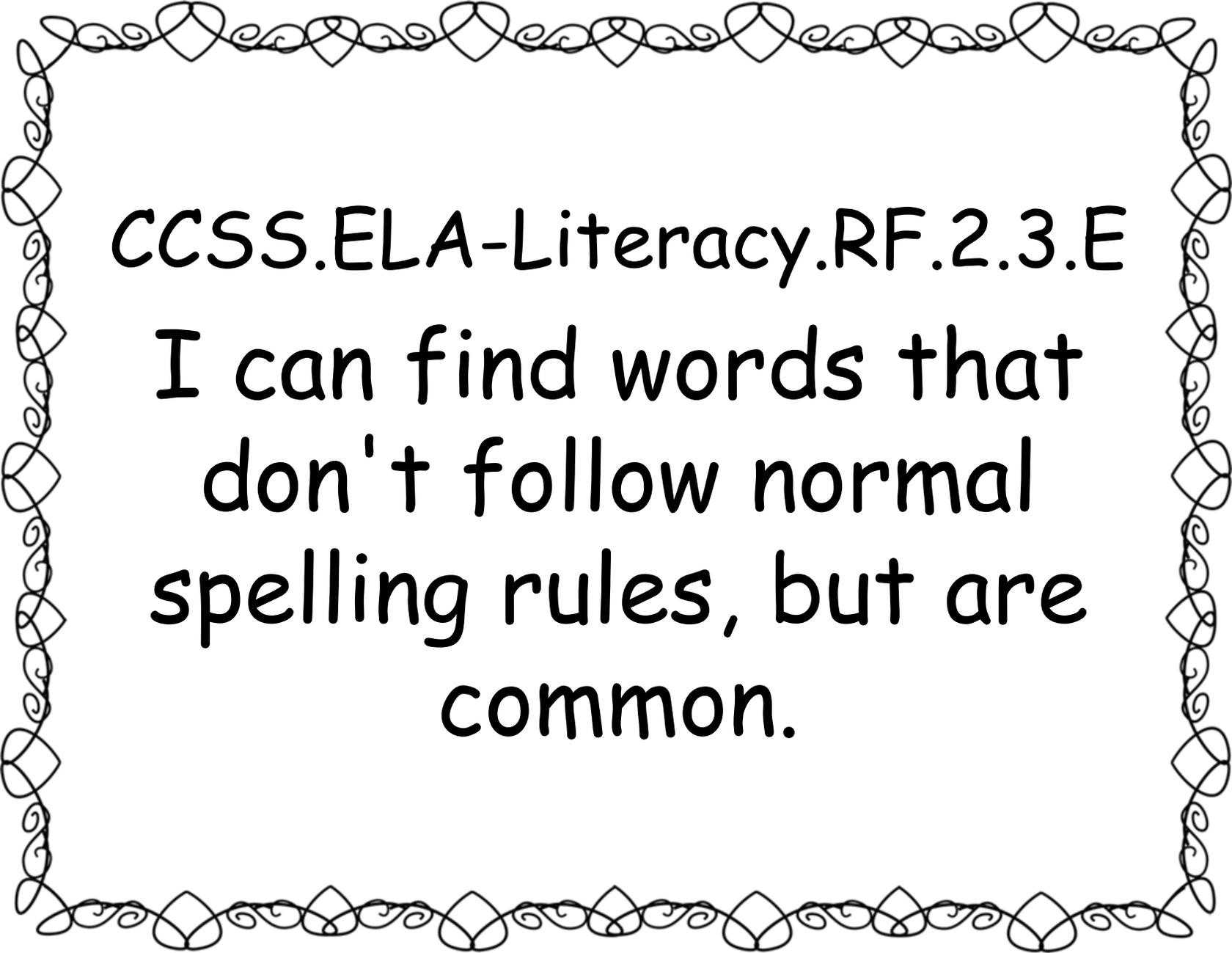
I can spell and read
vowel teams.



CCSS.ELA-Literacy.RF.2.3.C
I can read longer words
with long vowel sounds.

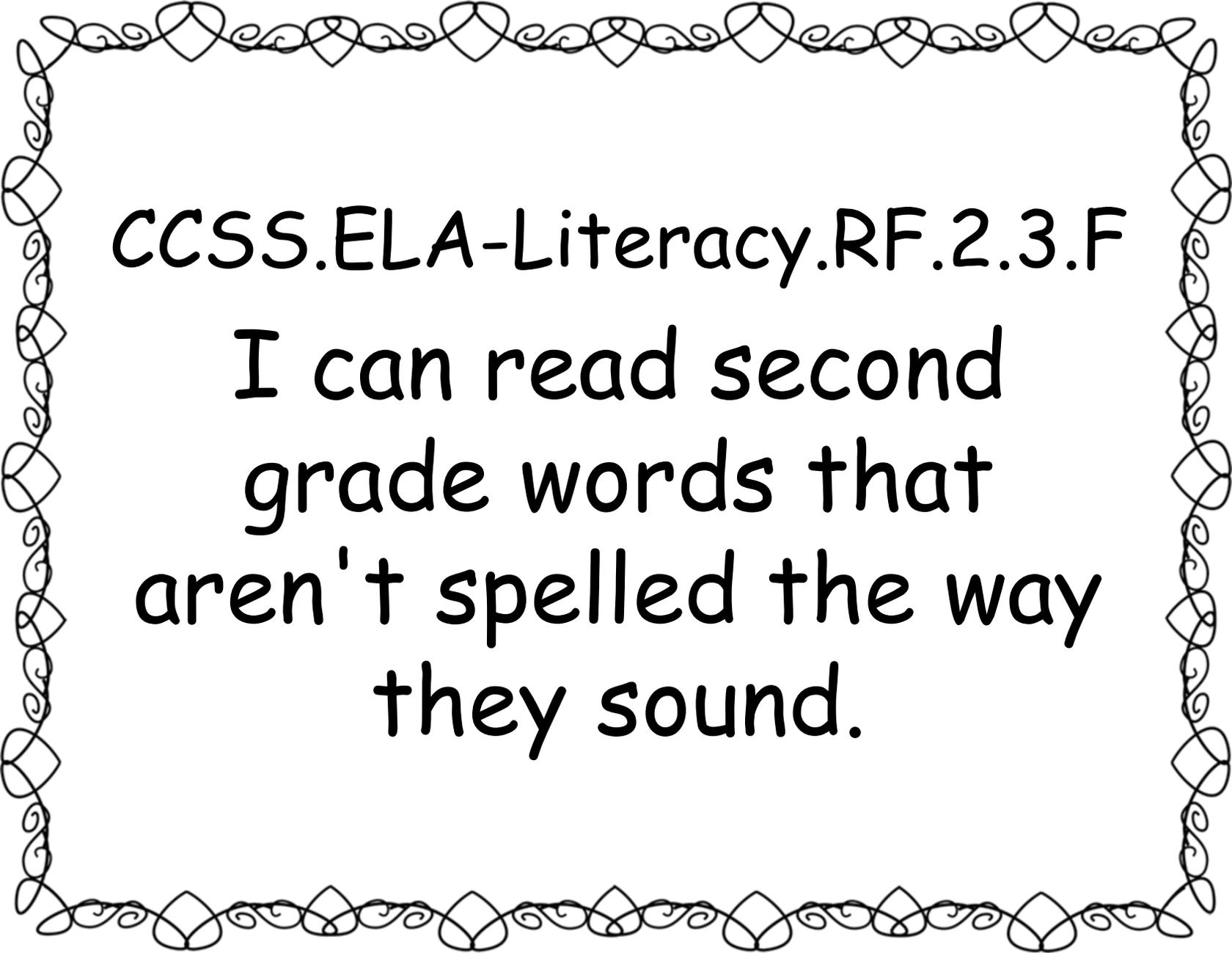
A decorative border made of repeating heart and scroll patterns surrounds the text.

CCSS.ELA-Literacy.RF.2.3.D
I can read words with
prefixes and suffixes.

A decorative border made of a repeating pattern of interlocking loops and swirls, forming a rectangular frame around the text.

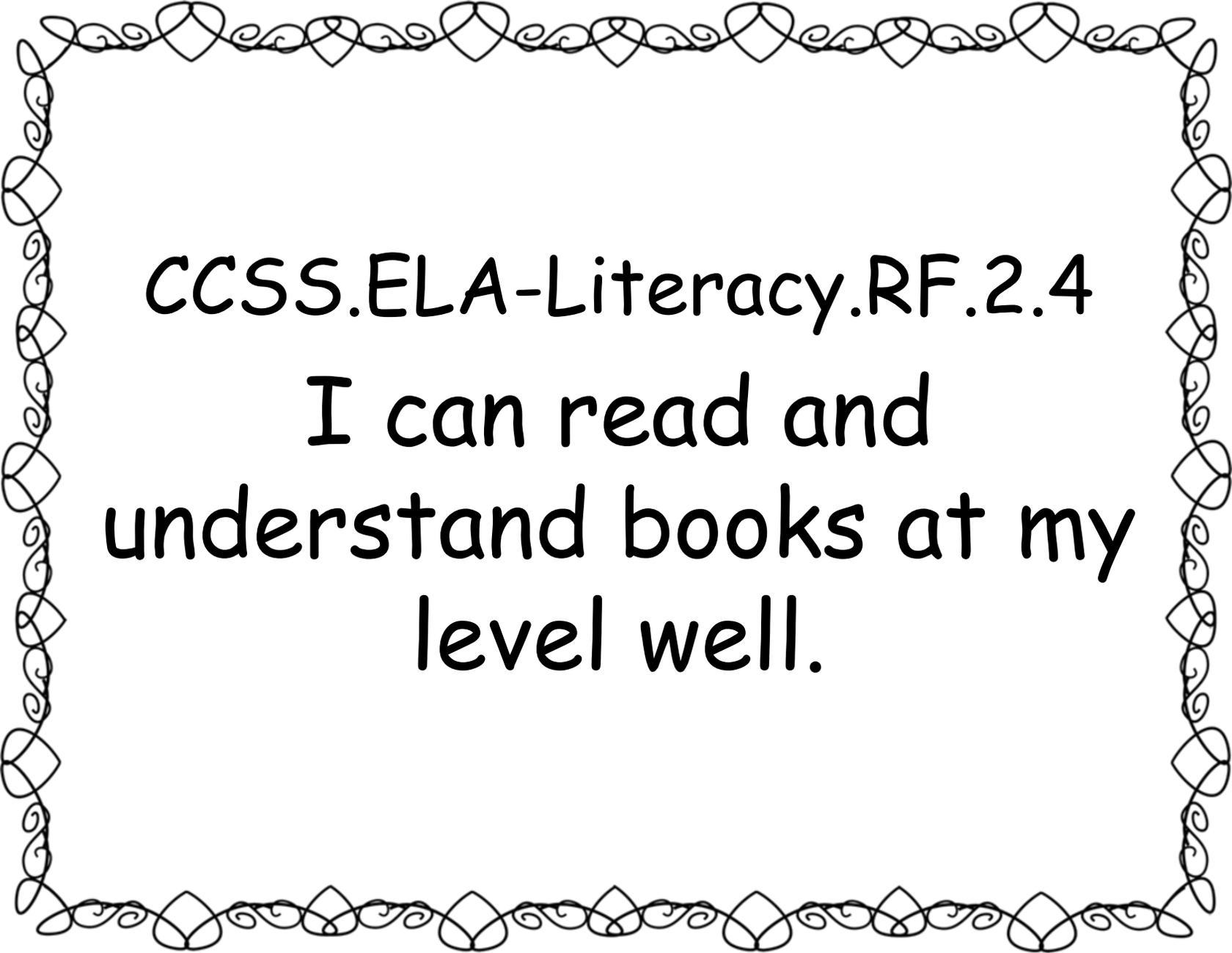
CCSS.ELA-Literacy.RF.2.3.E

I can find words that
don't follow normal
spelling rules, but are
common.

A decorative border made of repeating heart and scroll patterns surrounds the text.

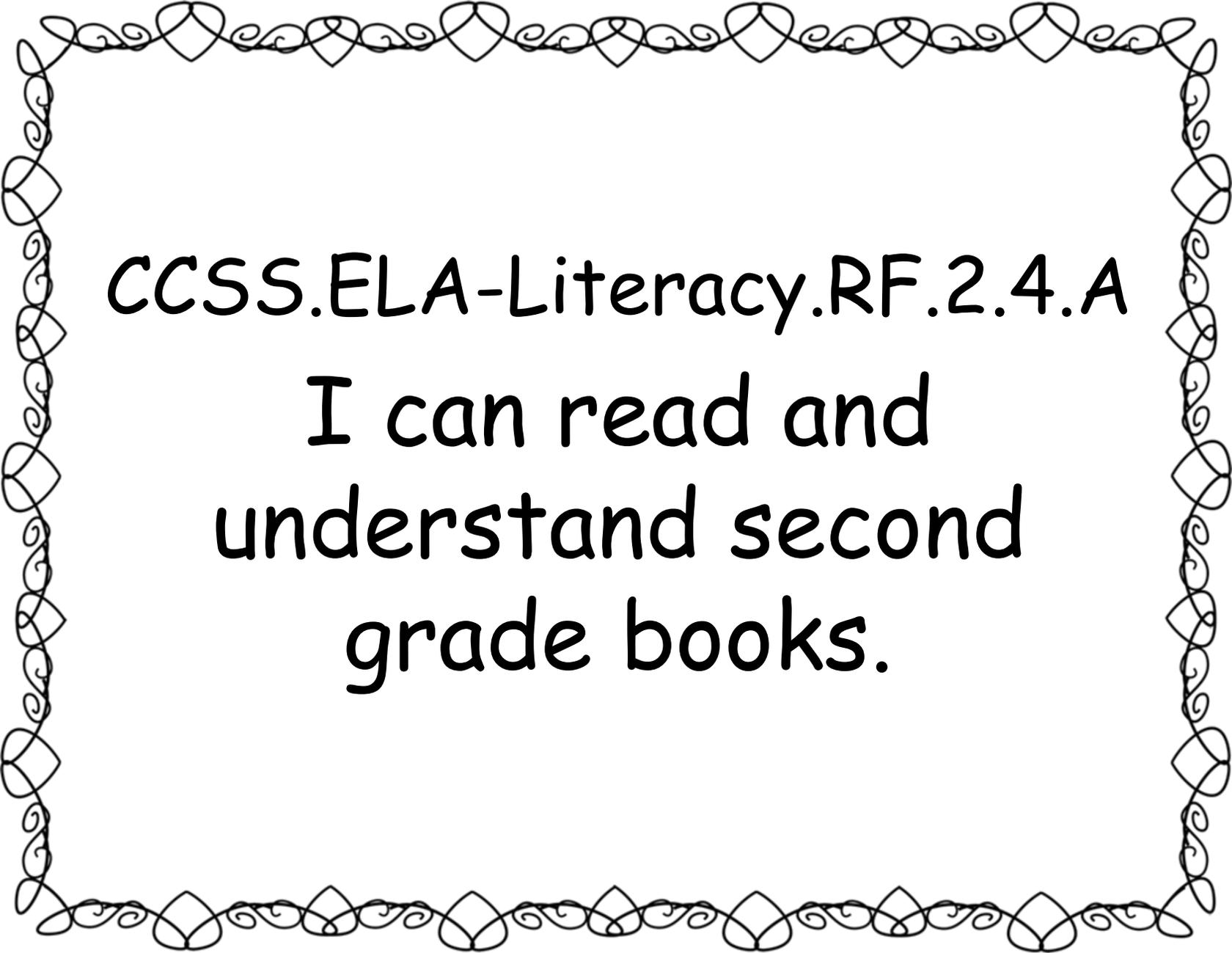
CCSS.ELA-Literacy.RF.2.3.F

I can read second
grade words that
aren't spelled the way
they sound.

A decorative rectangular border with a repeating pattern of stylized, interlocking loops and swirls, resembling a traditional folk or floral motif.

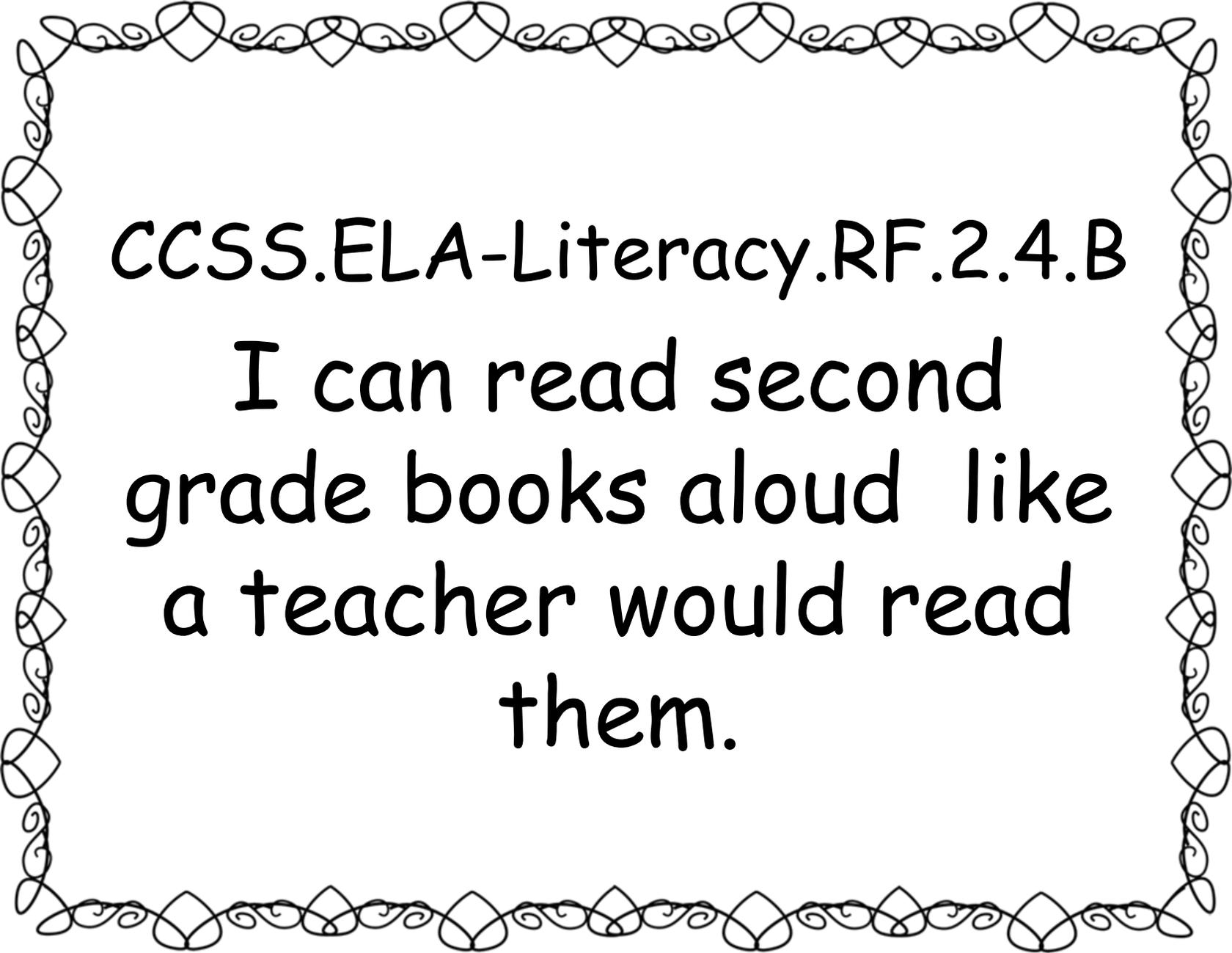
CCSS.ELA-Literacy.RF.2.4

I can read and
understand books at my
level well.

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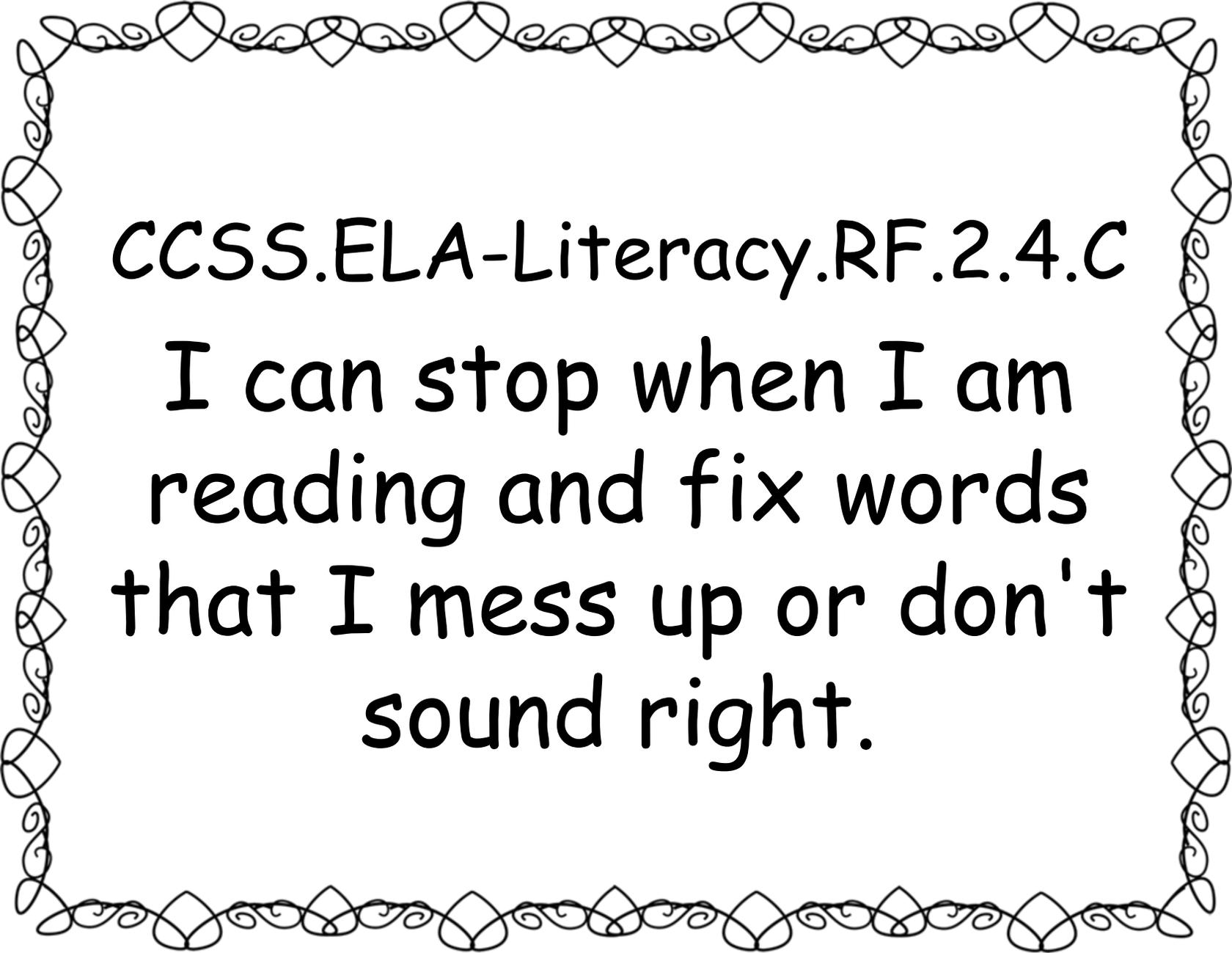
CCSS.ELA-Literacy.RF.2.4.A

I can read and
understand second
grade books.



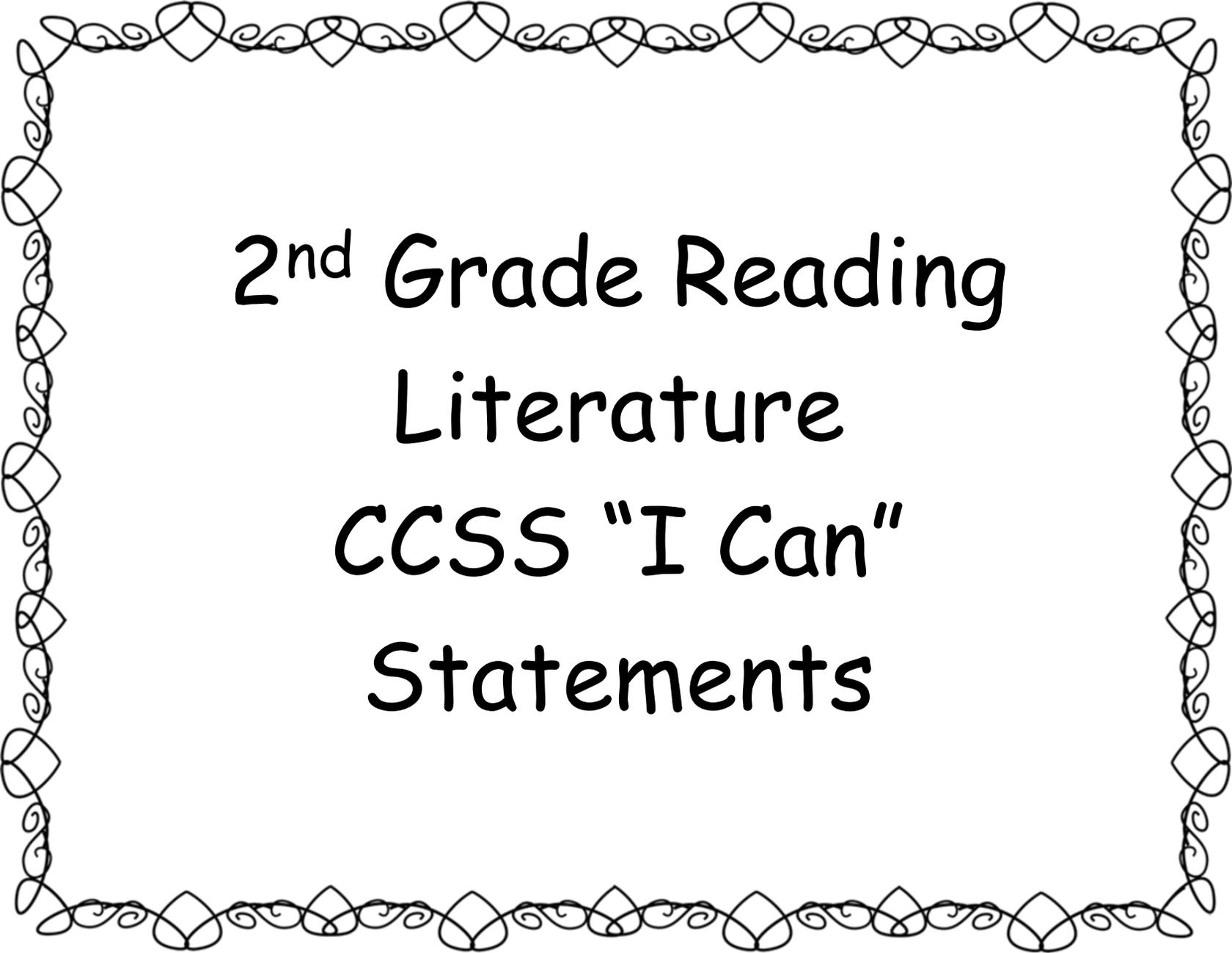
CCSS.ELA-Literacy.RF.2.4.B

I can read second
grade books aloud like
a teacher would read
them.

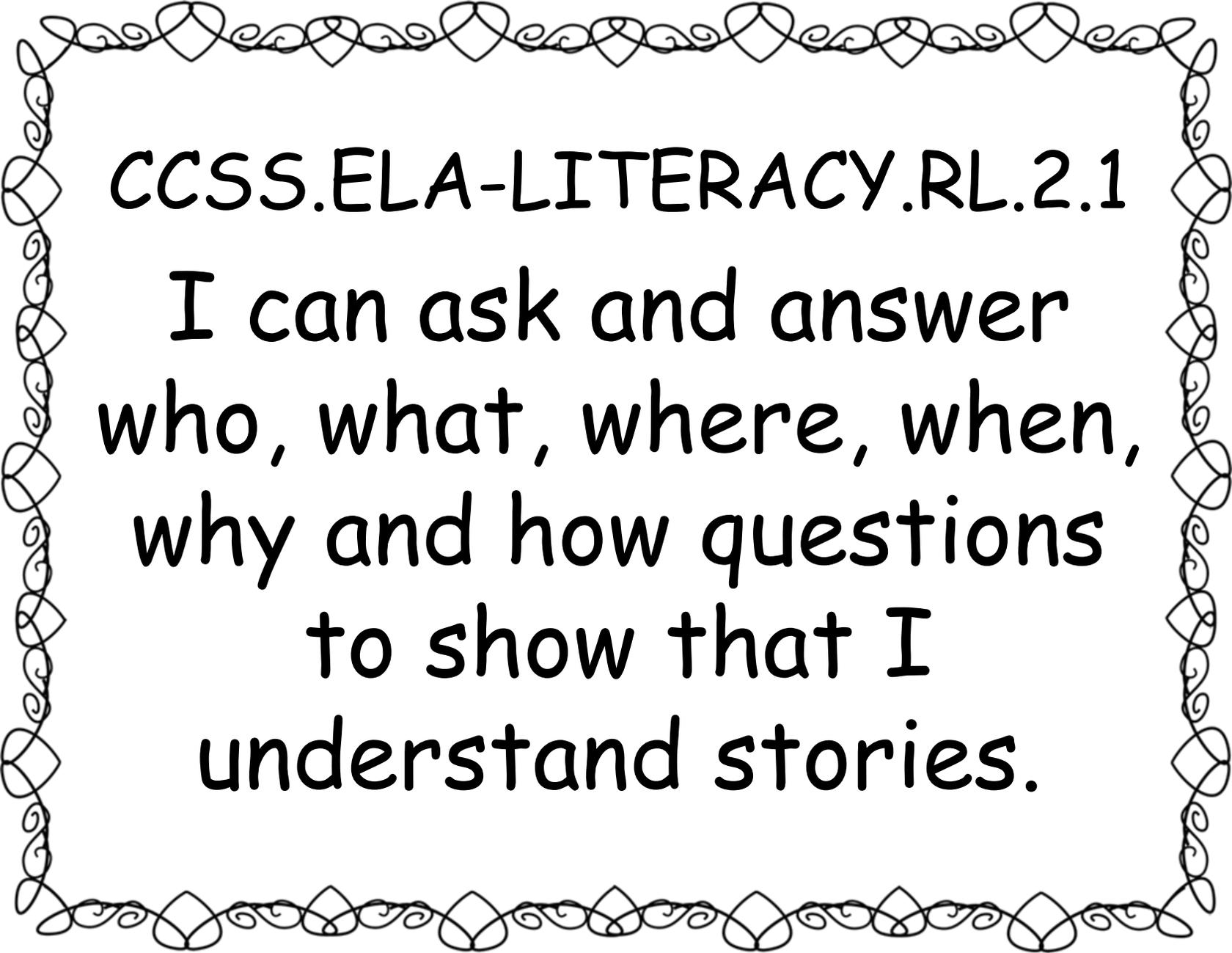


CCSS.ELA-Literacy.RF.2.4.C

I can stop when I am
reading and fix words
that I mess up or don't
sound right.

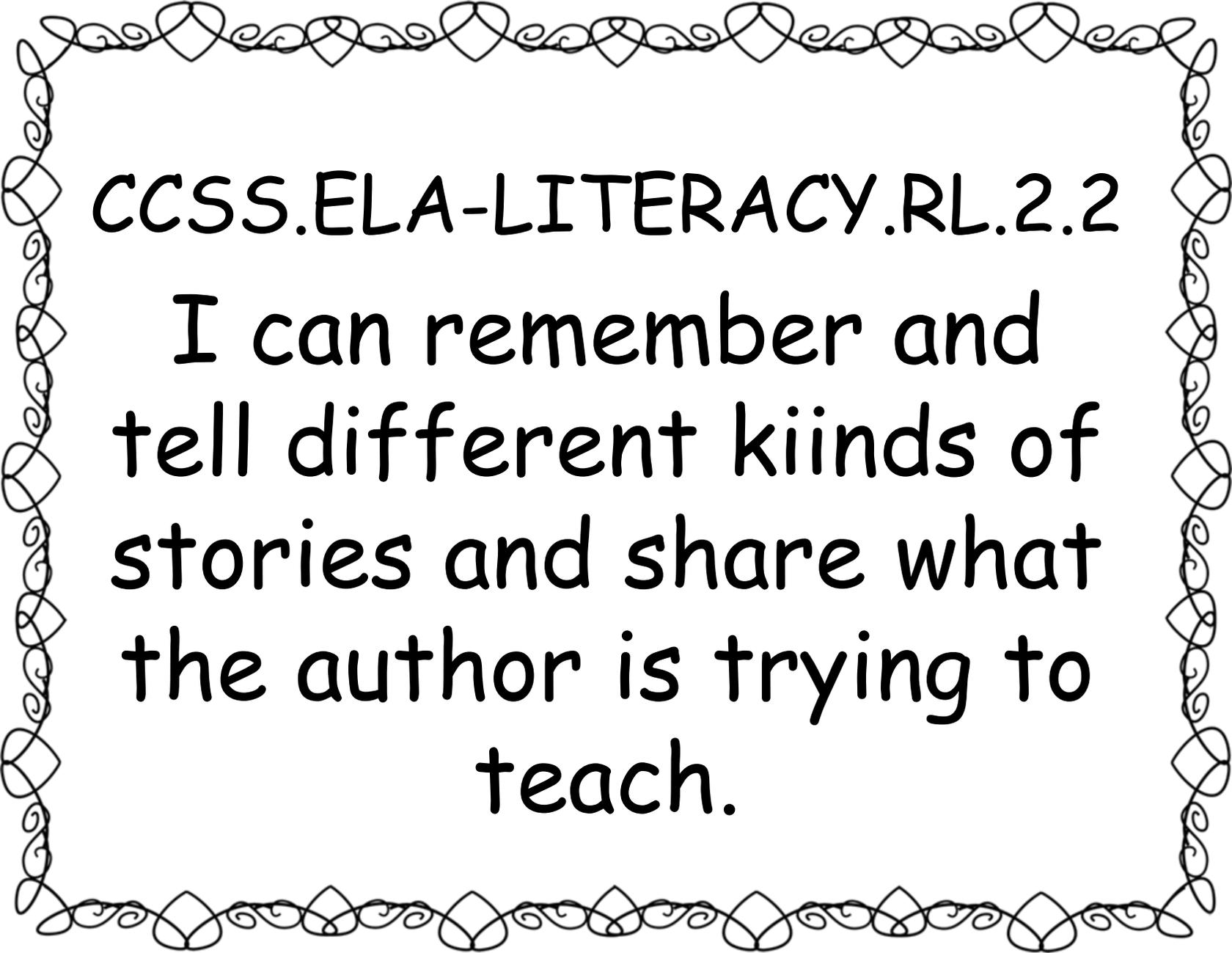


2nd Grade Reading
Literature
CCSS "I Can"
Statements



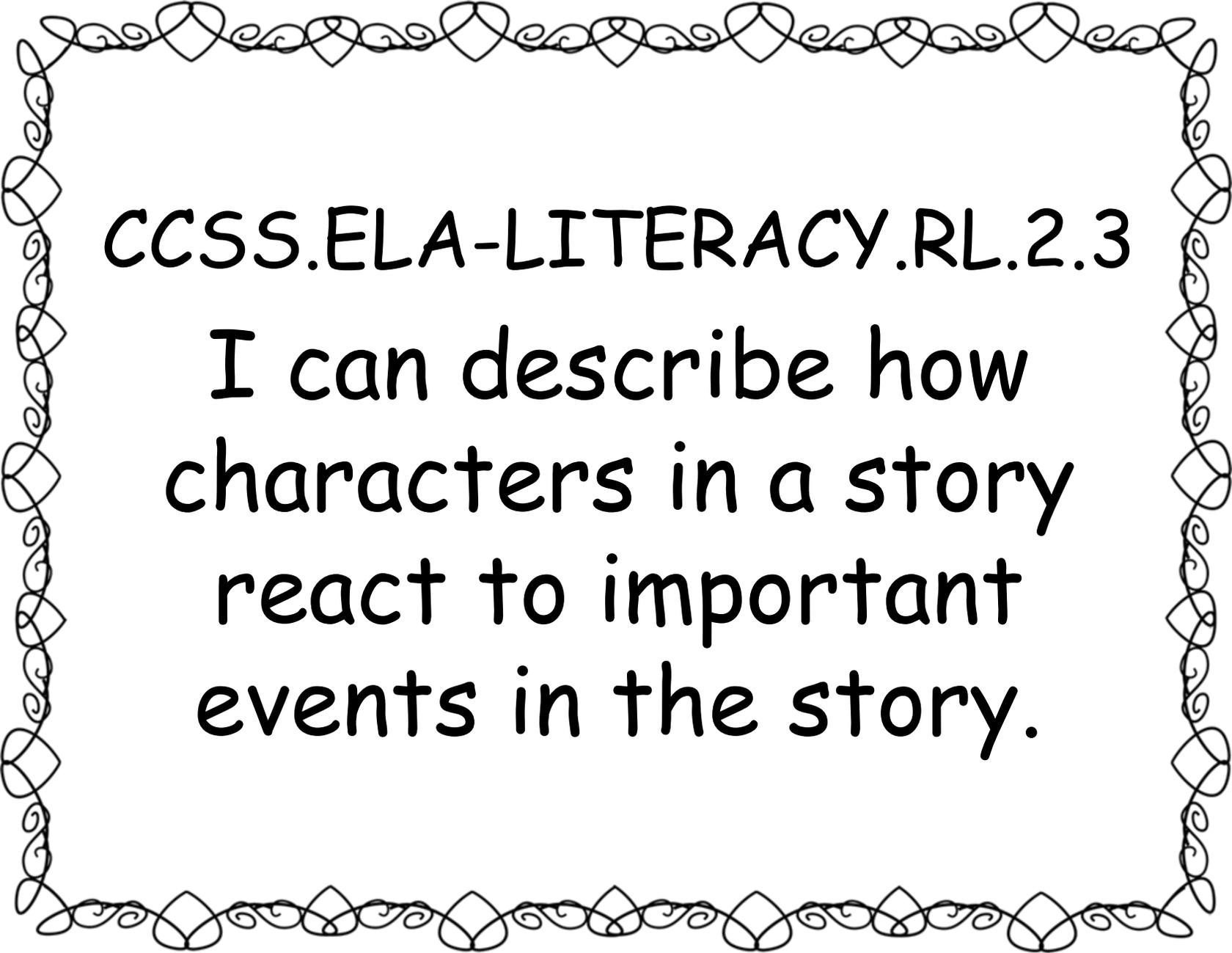
CCSS.ELA-LITERACY.RL.2.1

I can ask and answer
who, what, where, when,
why and how questions
to show that I
understand stories.



CCSS.ELA-LITERACY.RL.2.2

I can remember and
tell different kinds of
stories and share what
the author is trying to
teach.



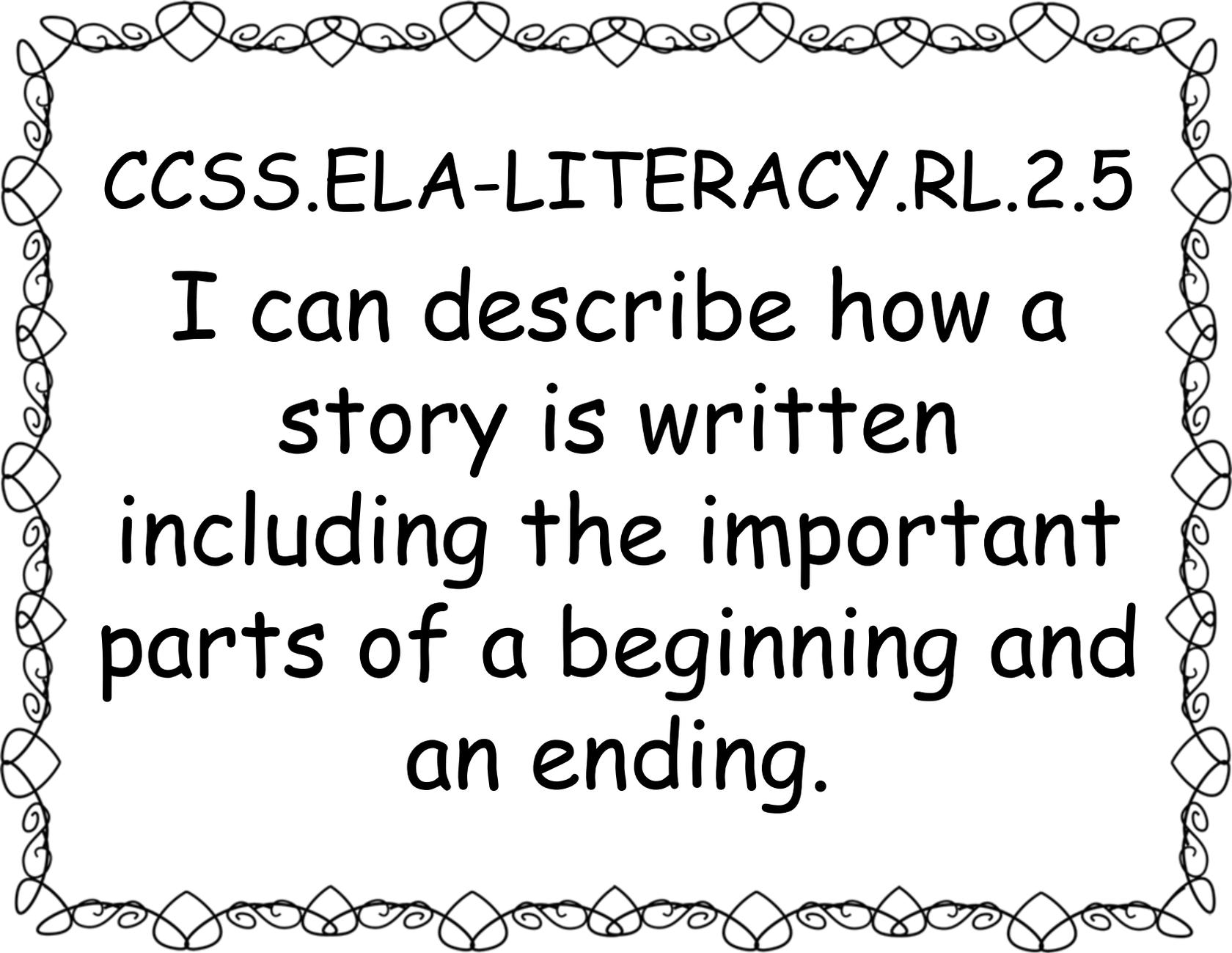
CCSS.ELA-LITERACY.RL.2.3

I can describe how
characters in a story
react to important
events in the story.



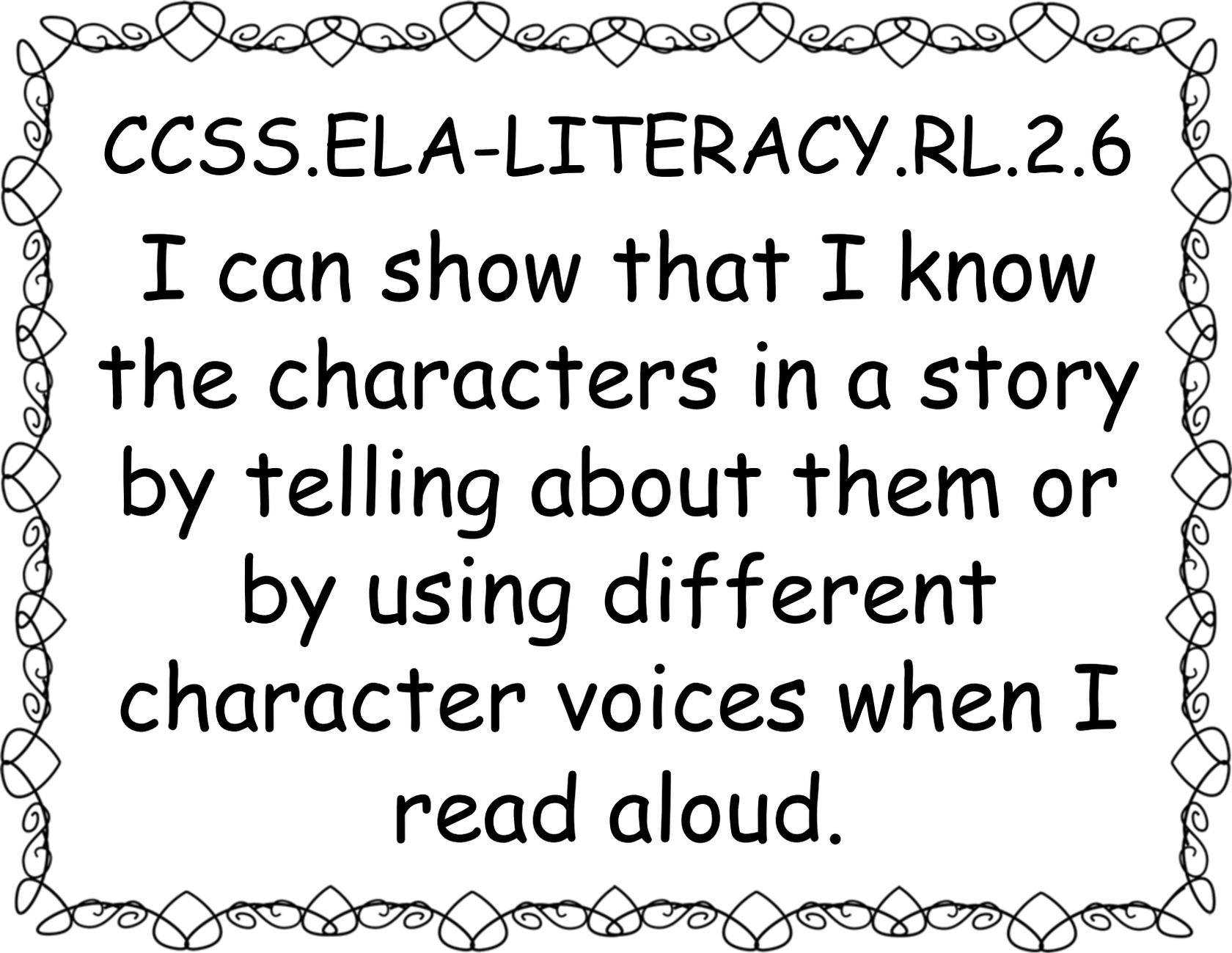
CCSS.ELA-LITERACY.RL.2.4

I can tell how words in stories, poems or songs can give them rhythm and help people understand them better.



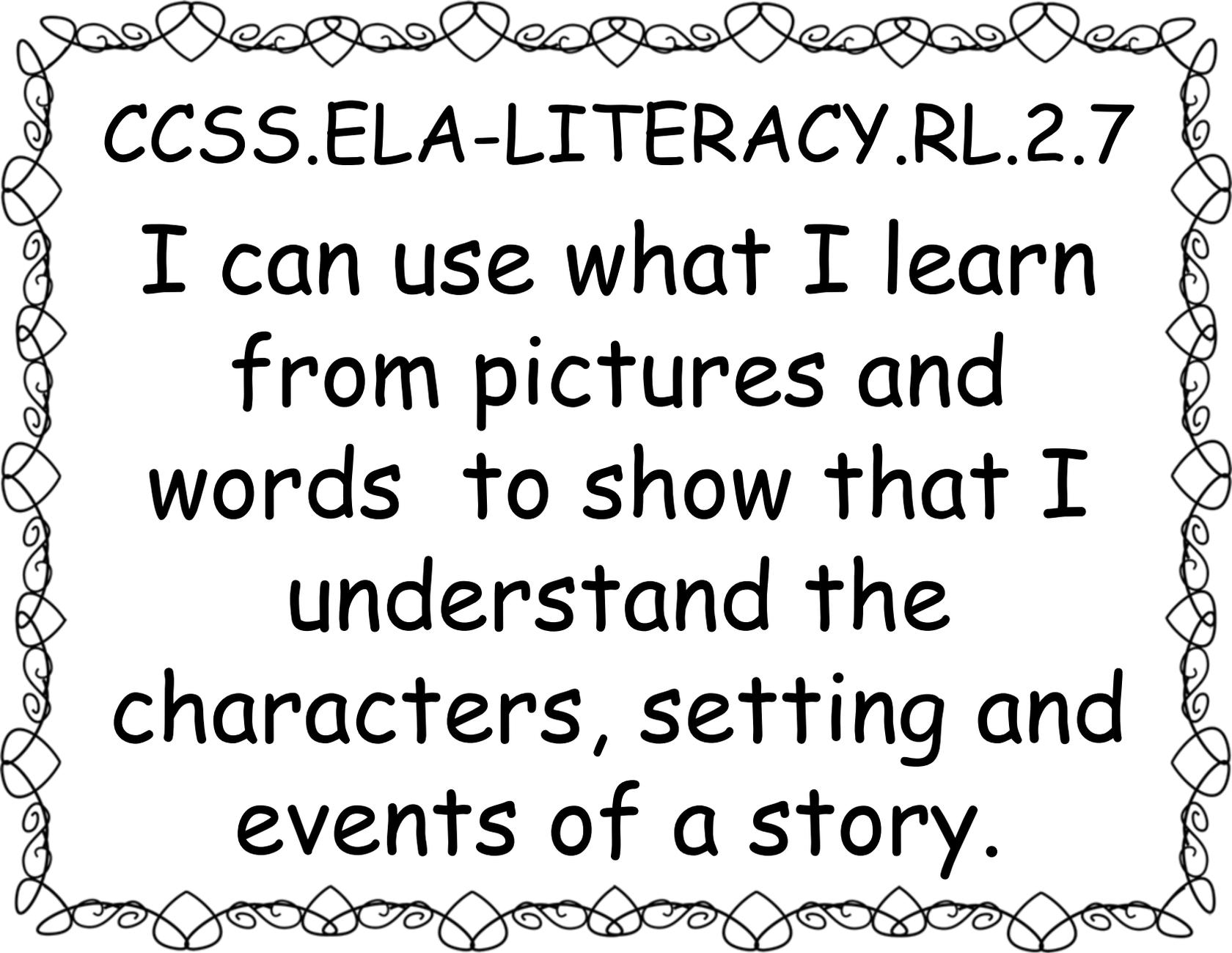
CCSS.ELA-LITERACY.RL.2.5

I can describe how a
story is written
including the important
parts of a beginning and
an ending.



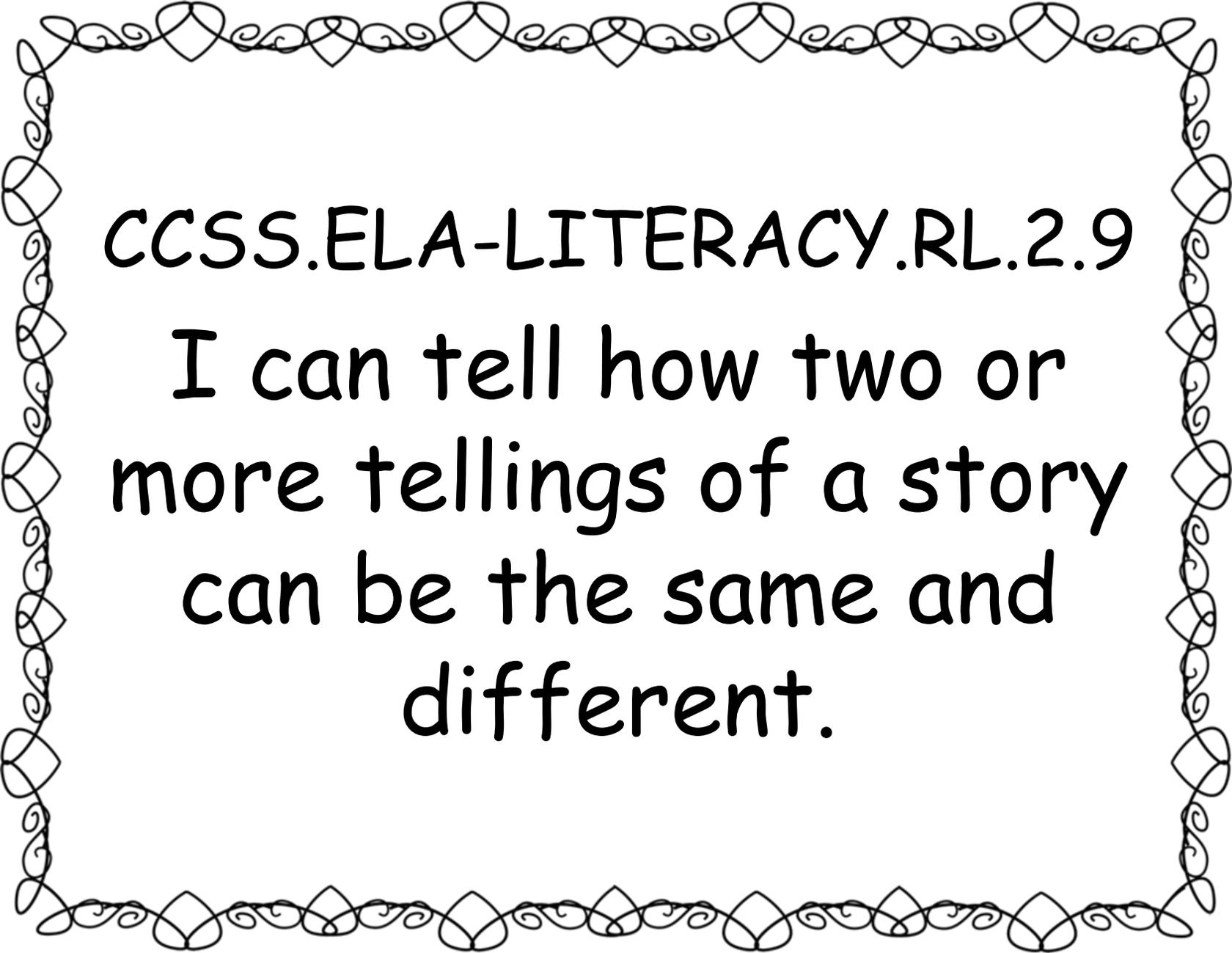
CCSS.ELA-LITERACY.RL.2.6

I can show that I know
the characters in a story
by telling about them or
by using different
character voices when I
read aloud.



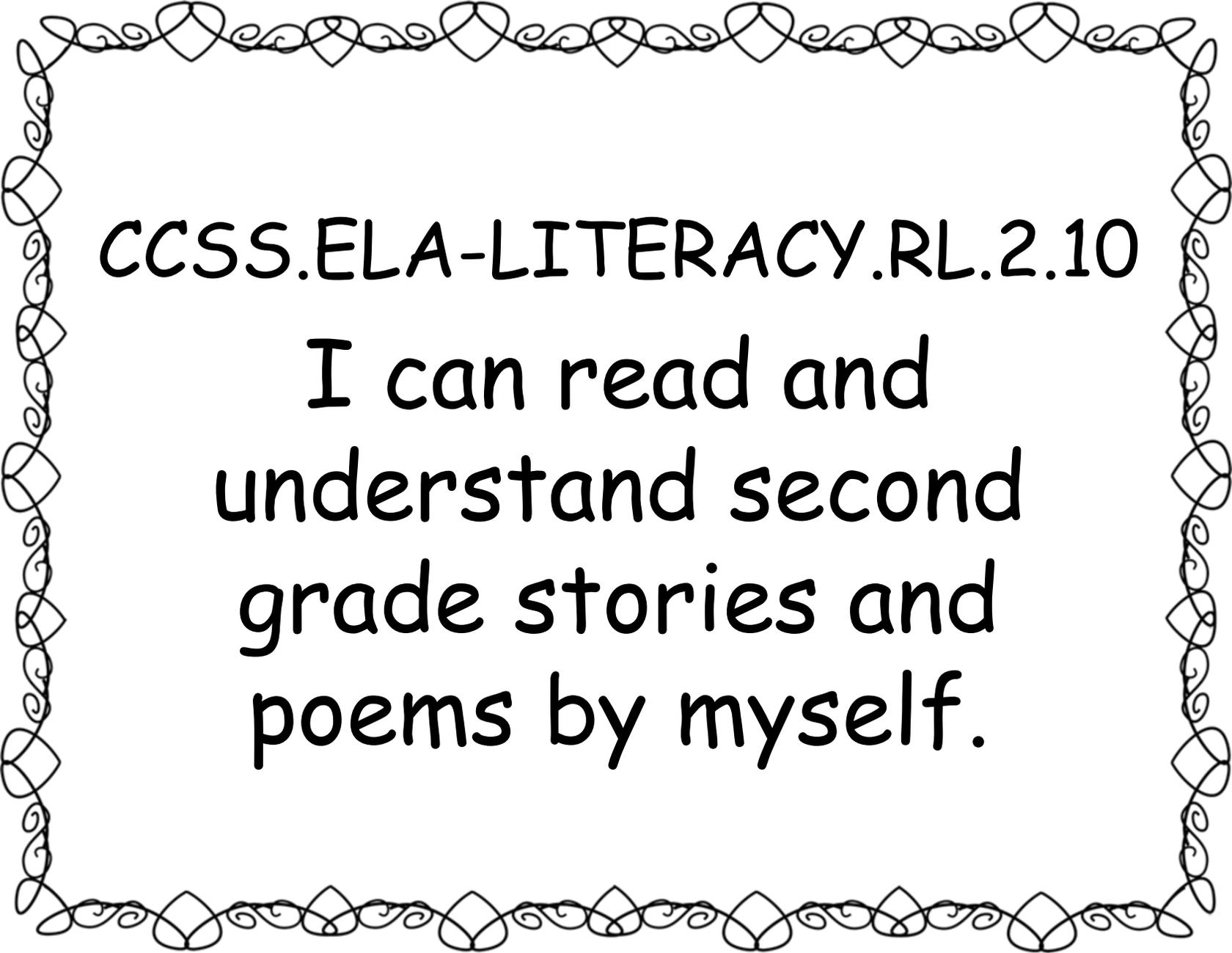
CCSS.ELA-LITERACY.RL.2.7

I can use what I learn
from pictures and
words to show that I
understand the
characters, setting and
events of a story.



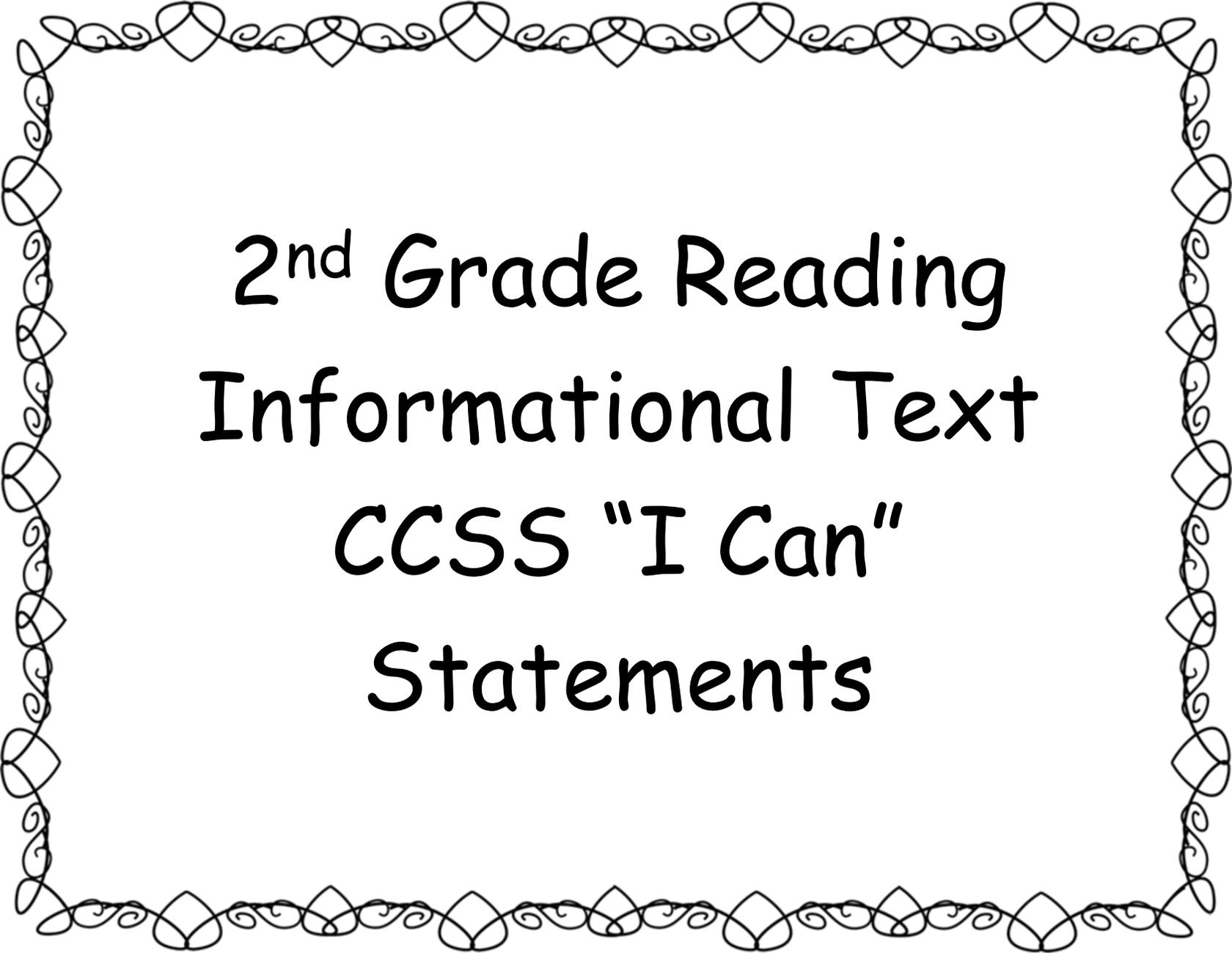
CCSS.ELA-LITERACY.RL.2.9

I can tell how two or
more tellings of a story
can be the same and
different.

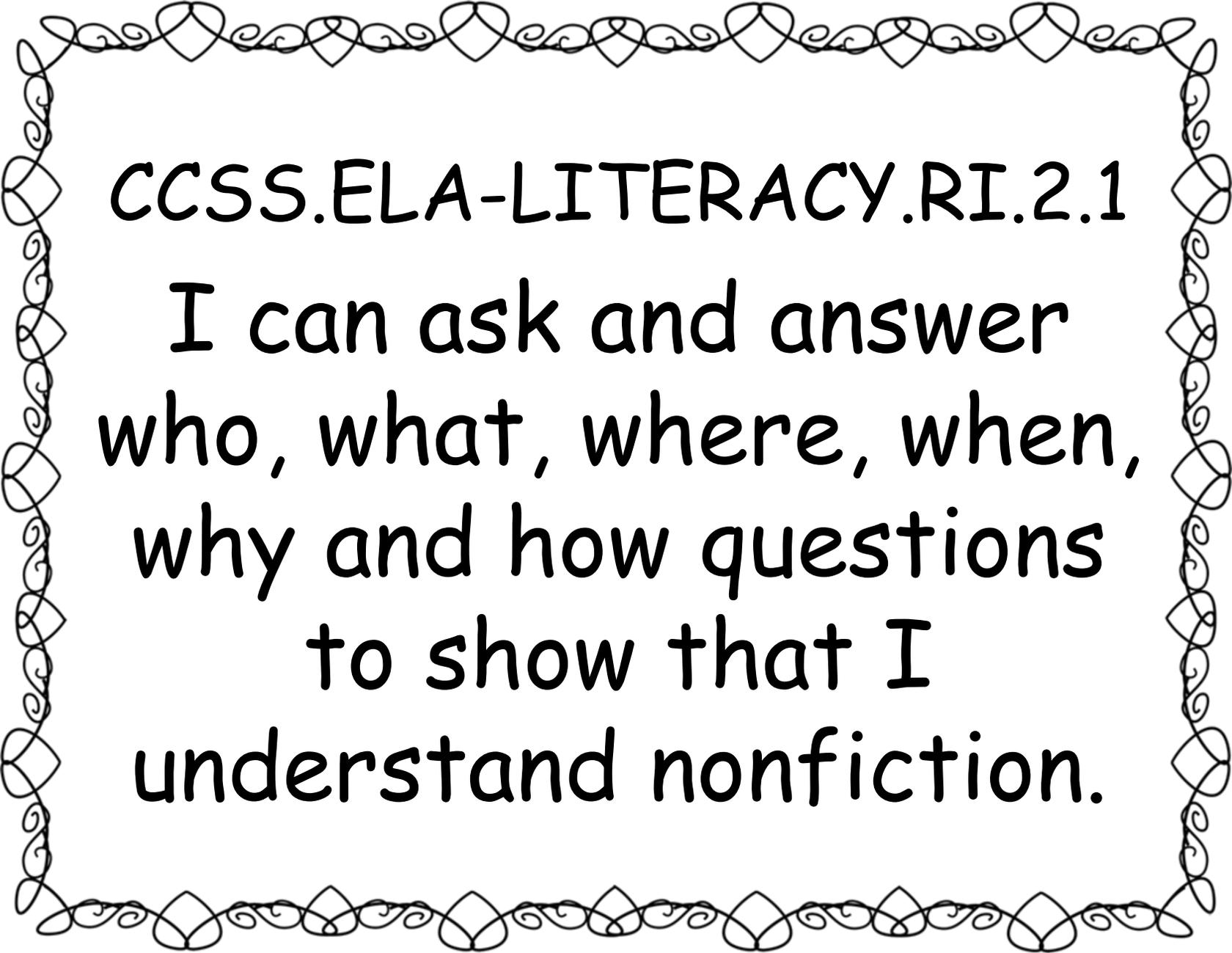


CCSS.ELA-LITERACY.RL.2.10

I can read and
understand second
grade stories and
poems by myself.

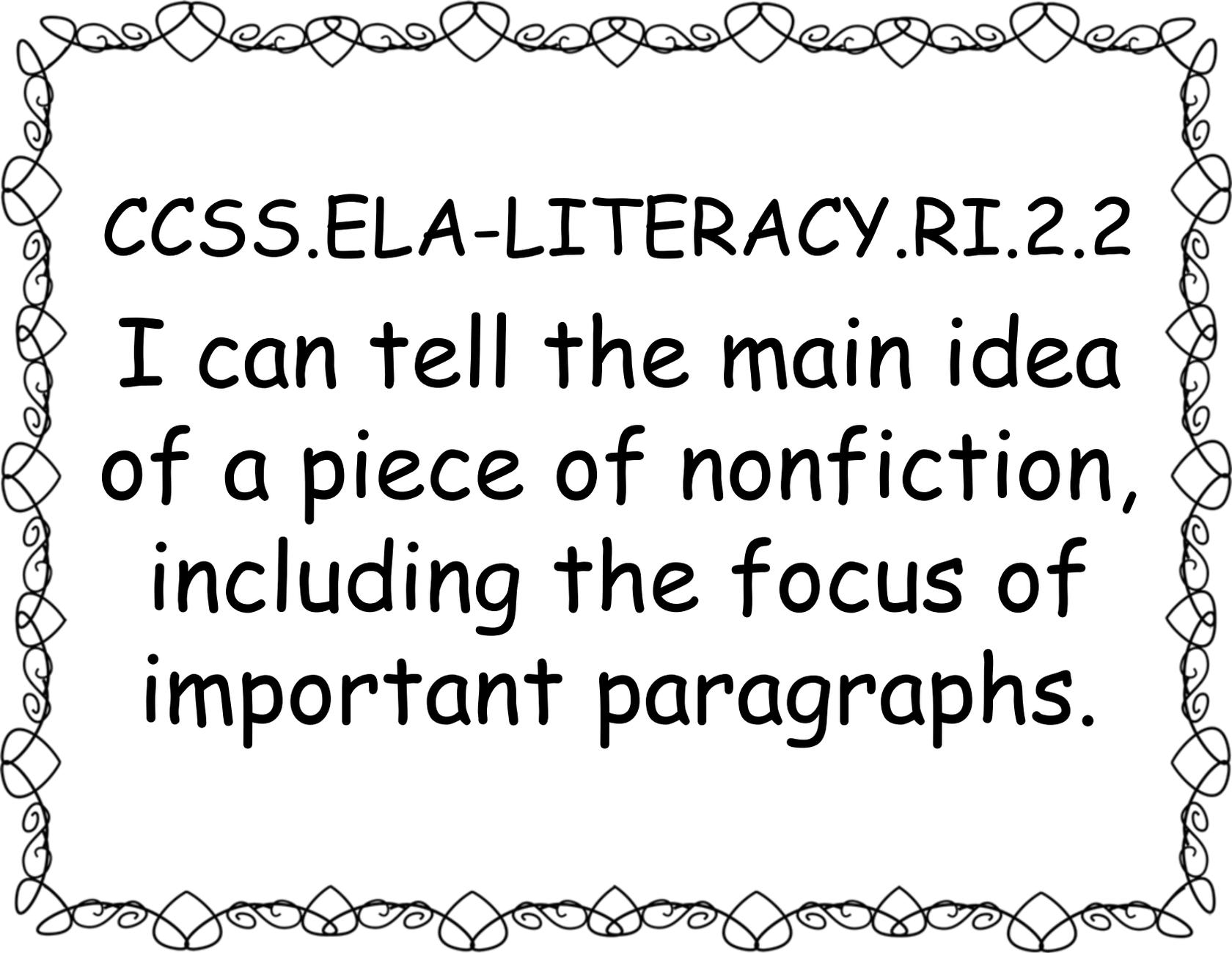


2nd Grade Reading
Informational Text
CCSS "I Can"
Statements



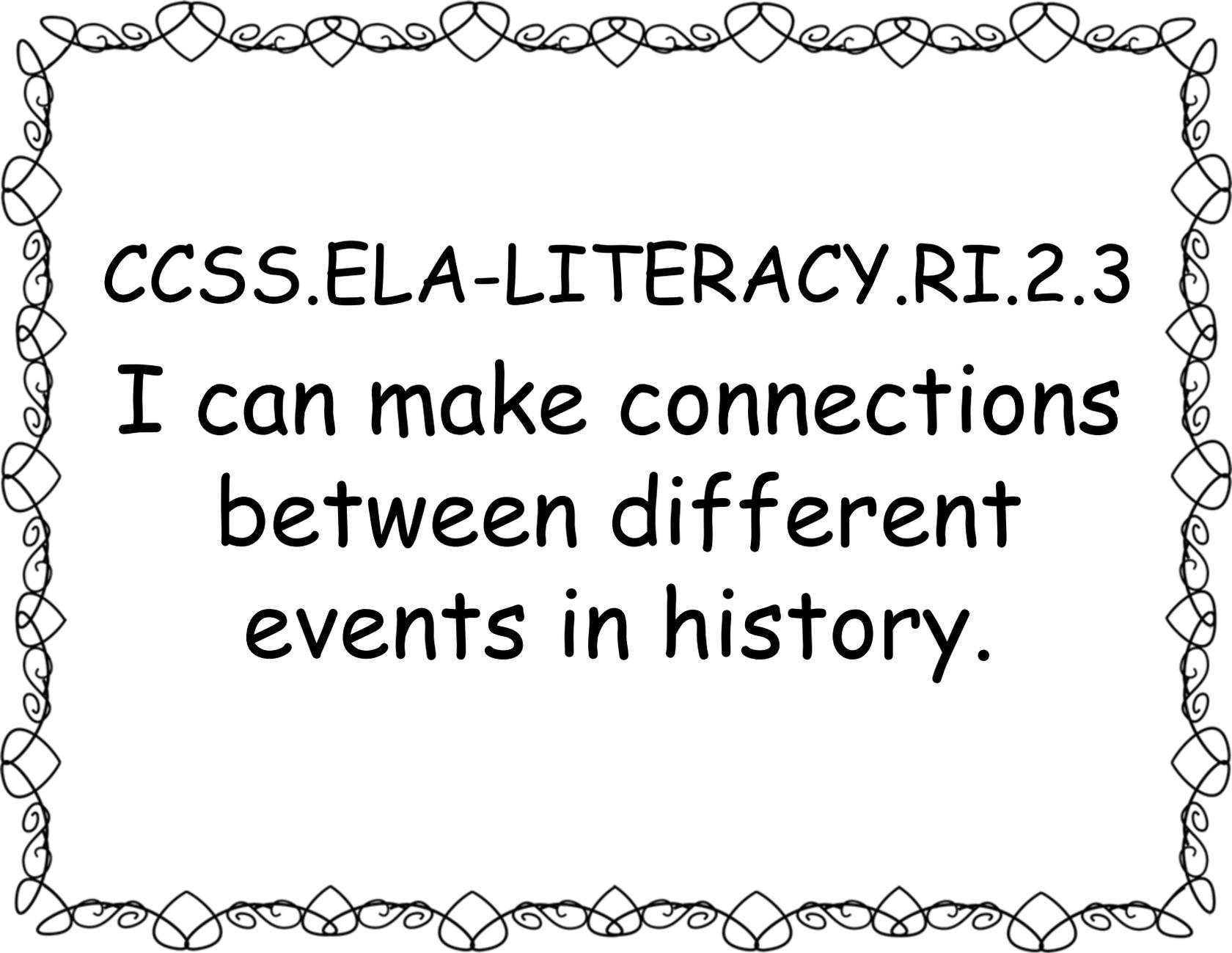
CCSS.ELA-LITERACY.RI.2.1

I can ask and answer
who, what, where, when,
why and how questions
to show that I
understand nonfiction.



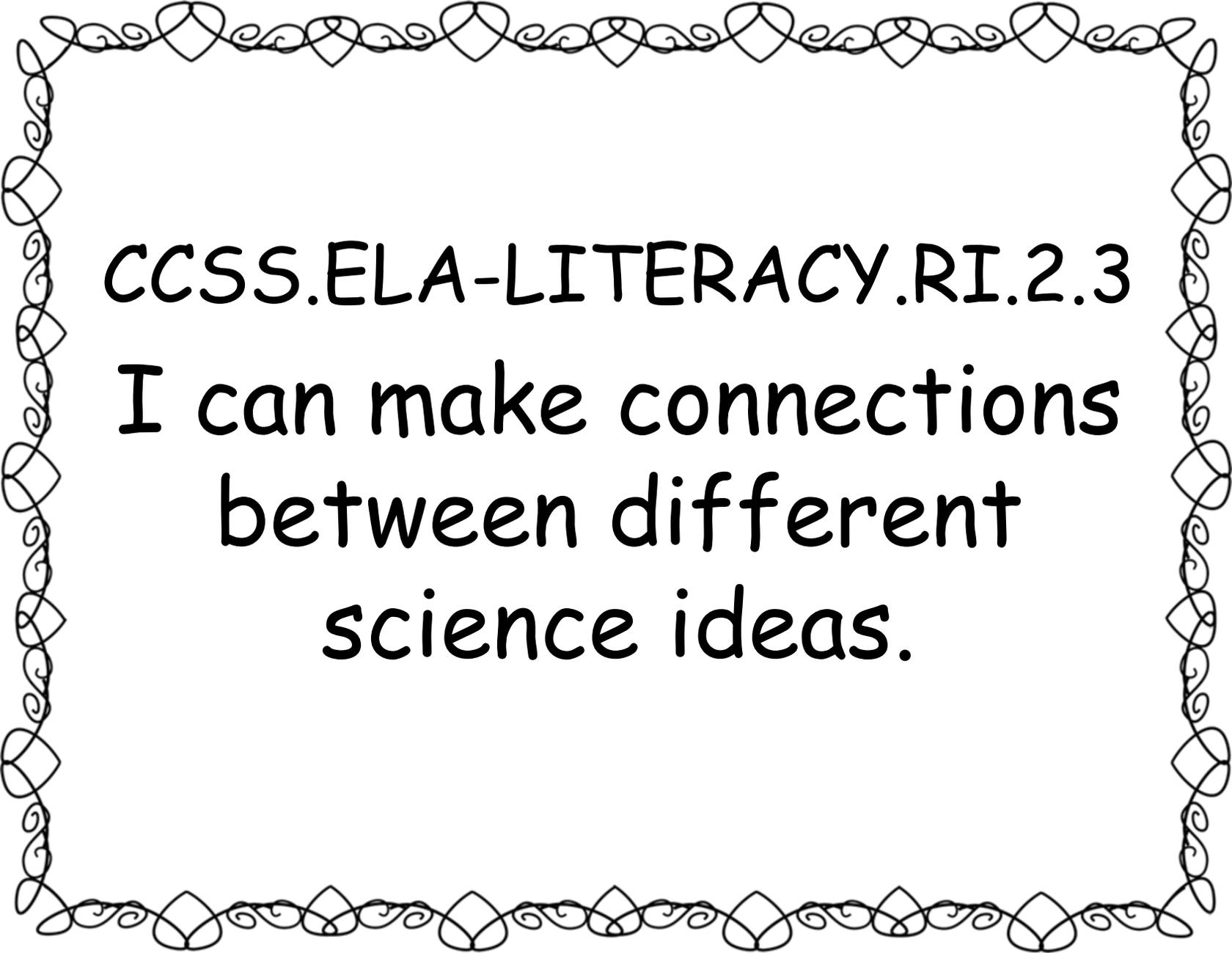
CCSS.ELA-LITERACY.RI.2.2

I can tell the main idea
of a piece of nonfiction,
including the focus of
important paragraphs.



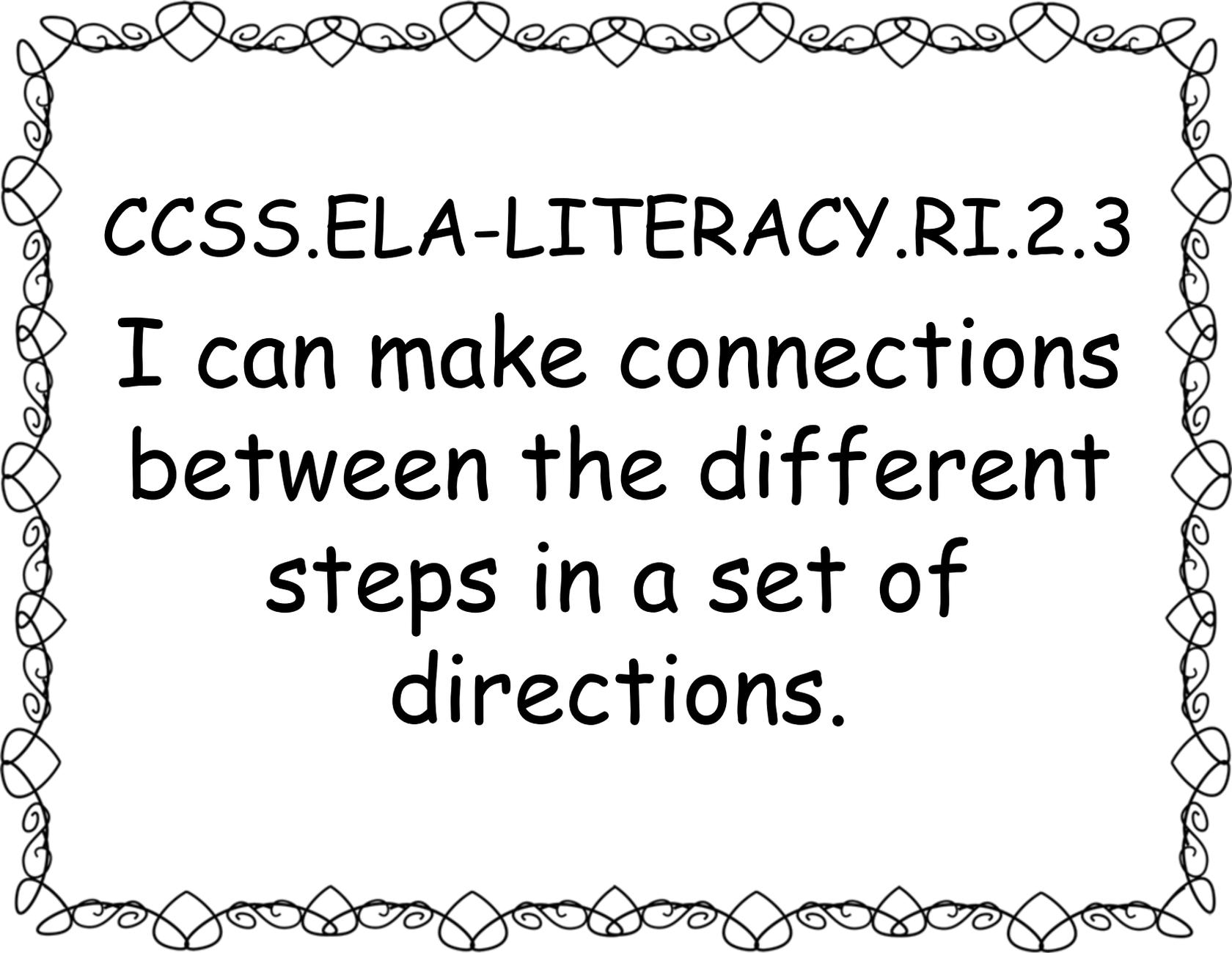
CCSS.ELA-LITERACY.RI.2.3

I can make connections
between different
events in history.

A decorative border made of a repeating pattern of stylized, interlocking loops and swirls, forming a rectangular frame around the text.

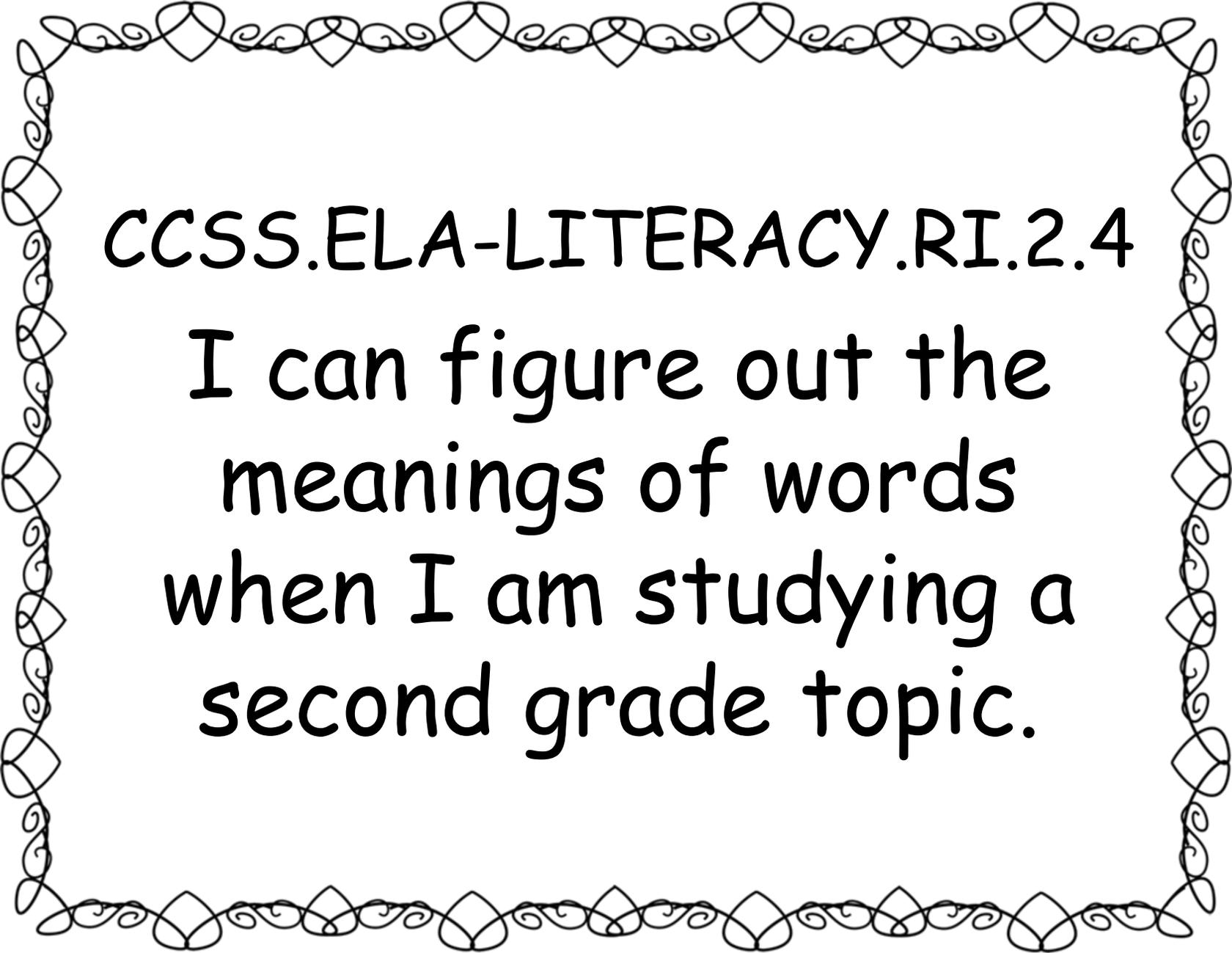
CCSS.ELA-LITERACY.RI.2.3

I can make connections
between different
science ideas.



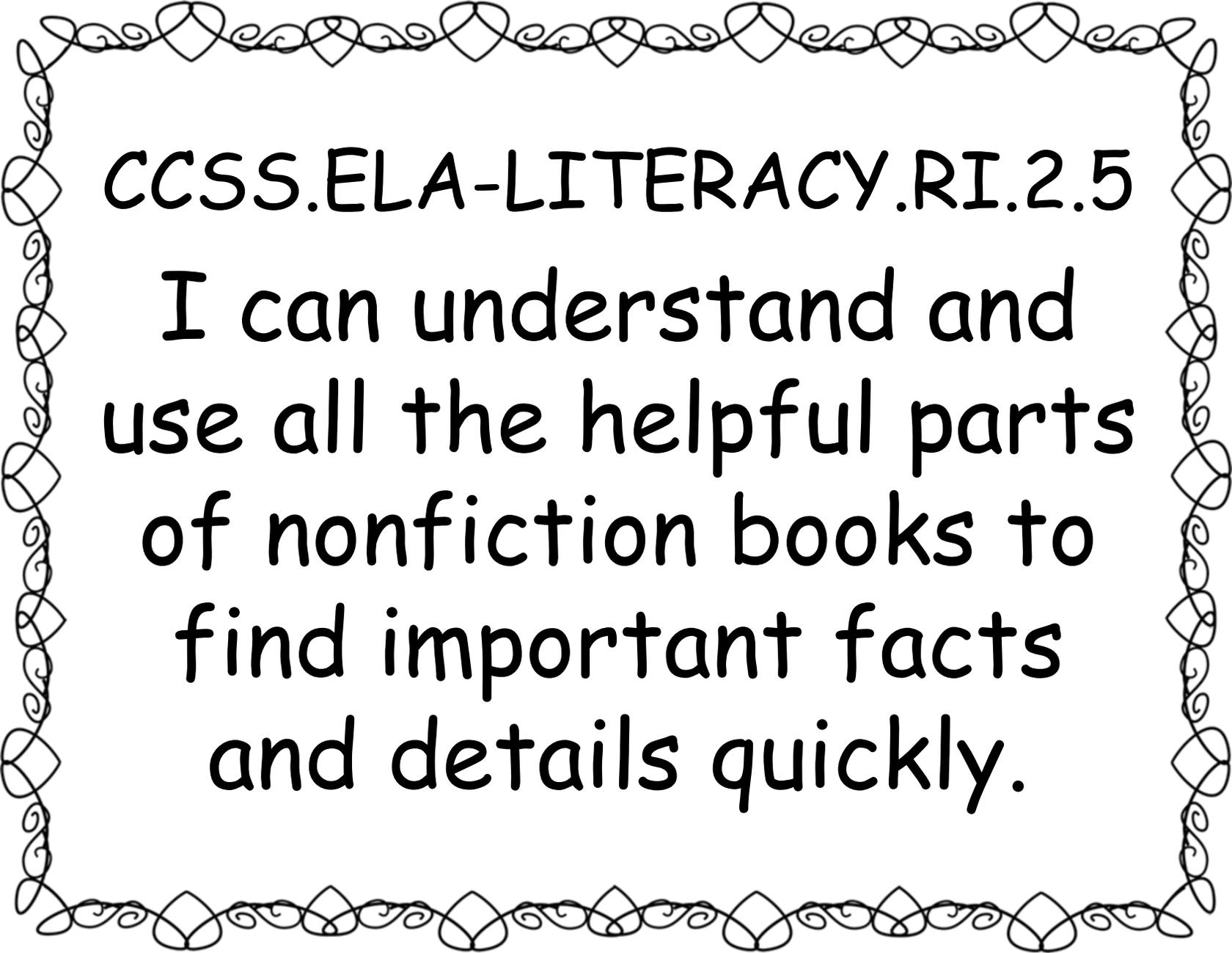
CCSS.ELA-LITERACY.RI.2.3

I can make connections
between the different
steps in a set of
directions.



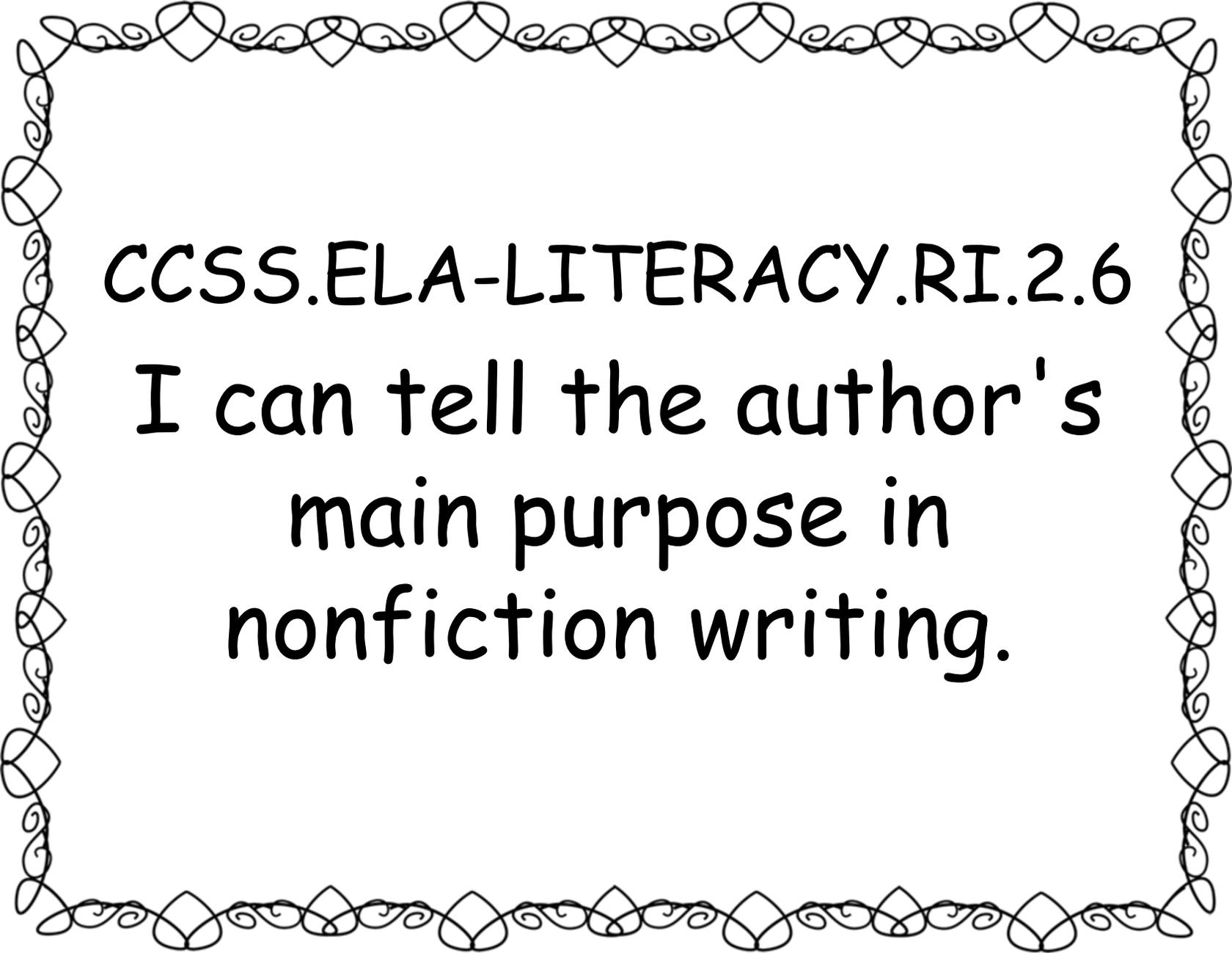
CCSS.ELA-LITERACY.RI.2.4

I can figure out the
meanings of words
when I am studying a
second grade topic.



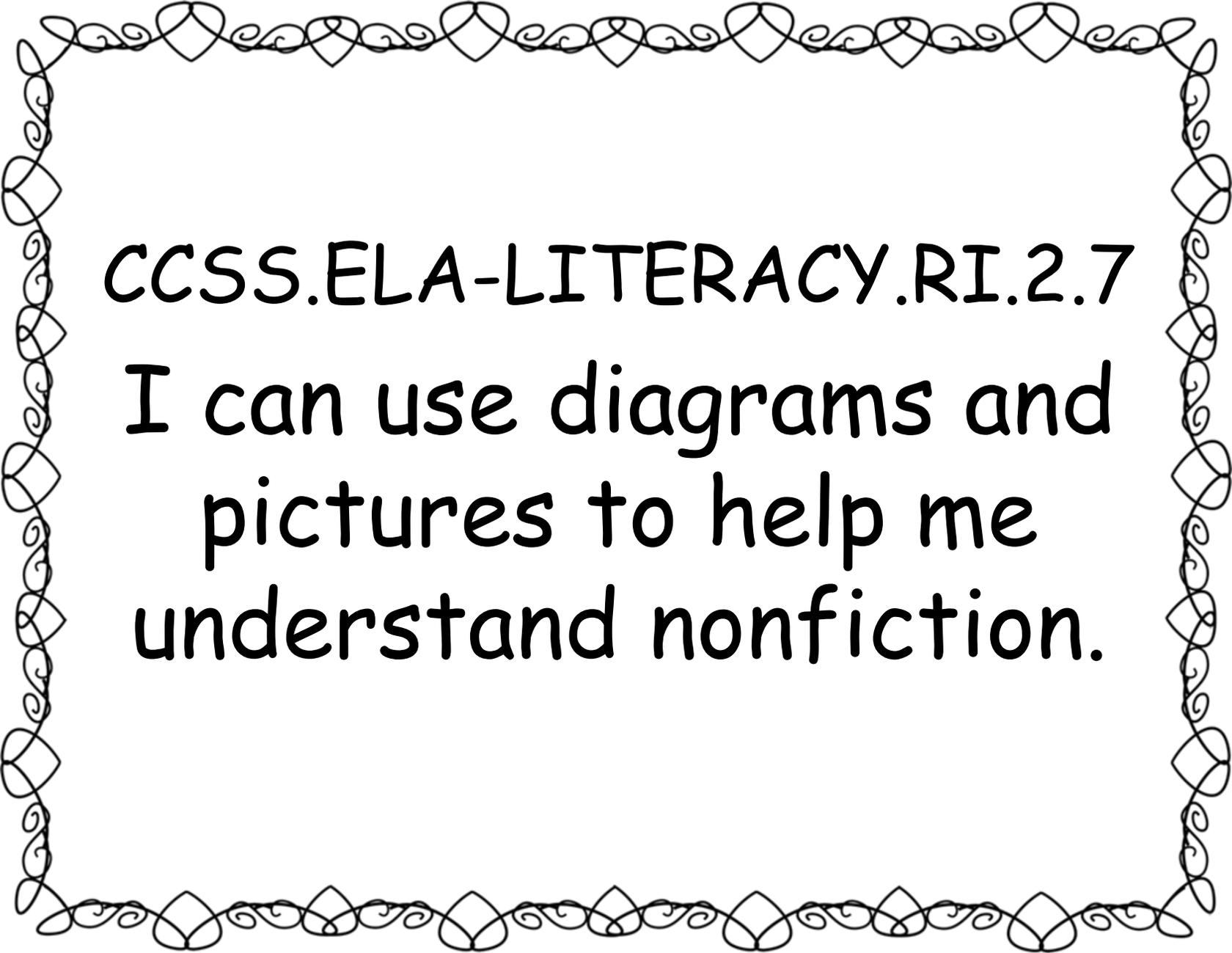
CCSS.ELA-LITERACY.RI.2.5

I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.

A decorative border made of repeating black line-art motifs, including swirls and teardrop shapes, framing the text.

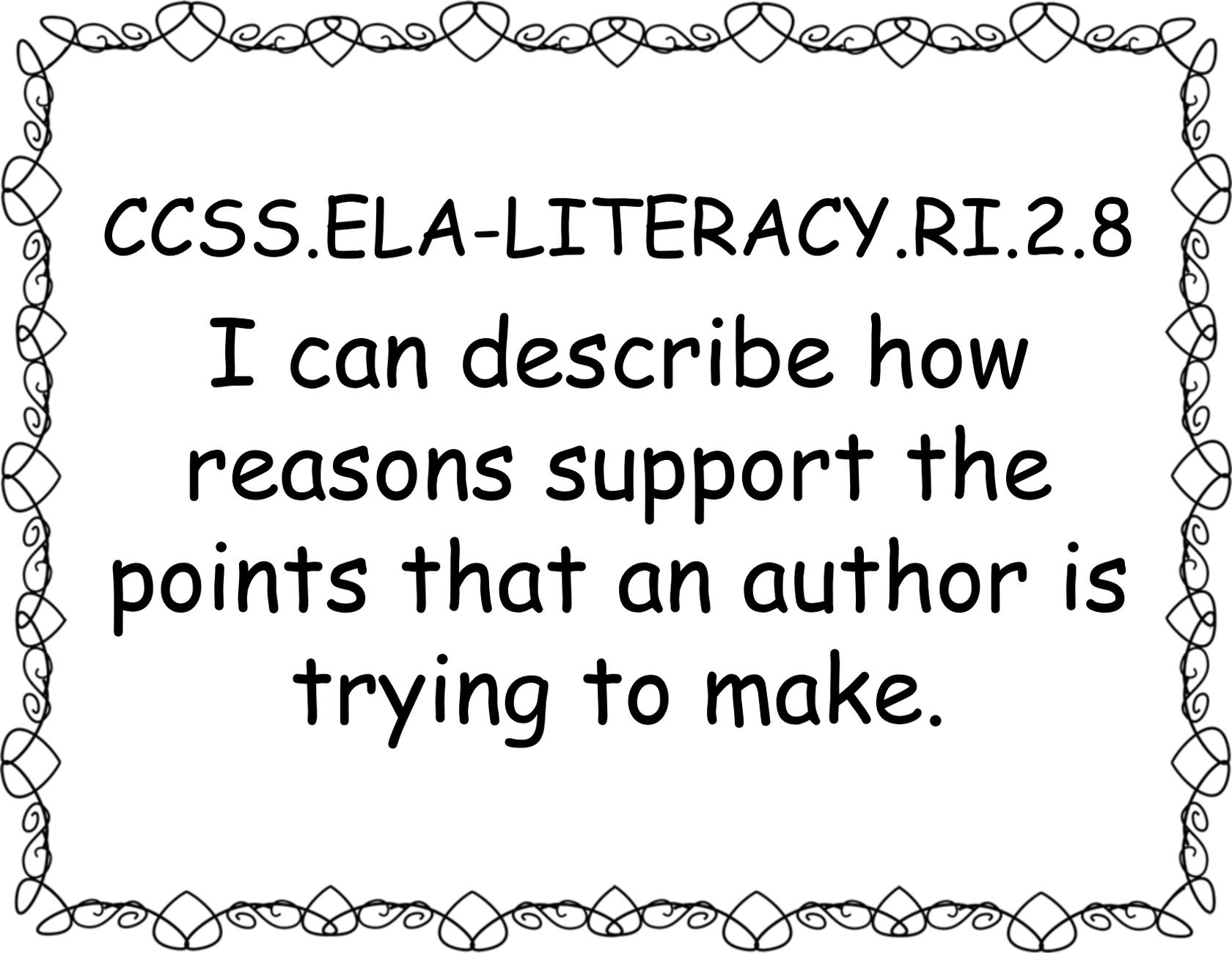
CCSS.ELA-LITERACY.RI.2.6

I can tell the author's
main purpose in
nonfiction writing.

A decorative border made of repeating heart and scroll patterns surrounds the text.

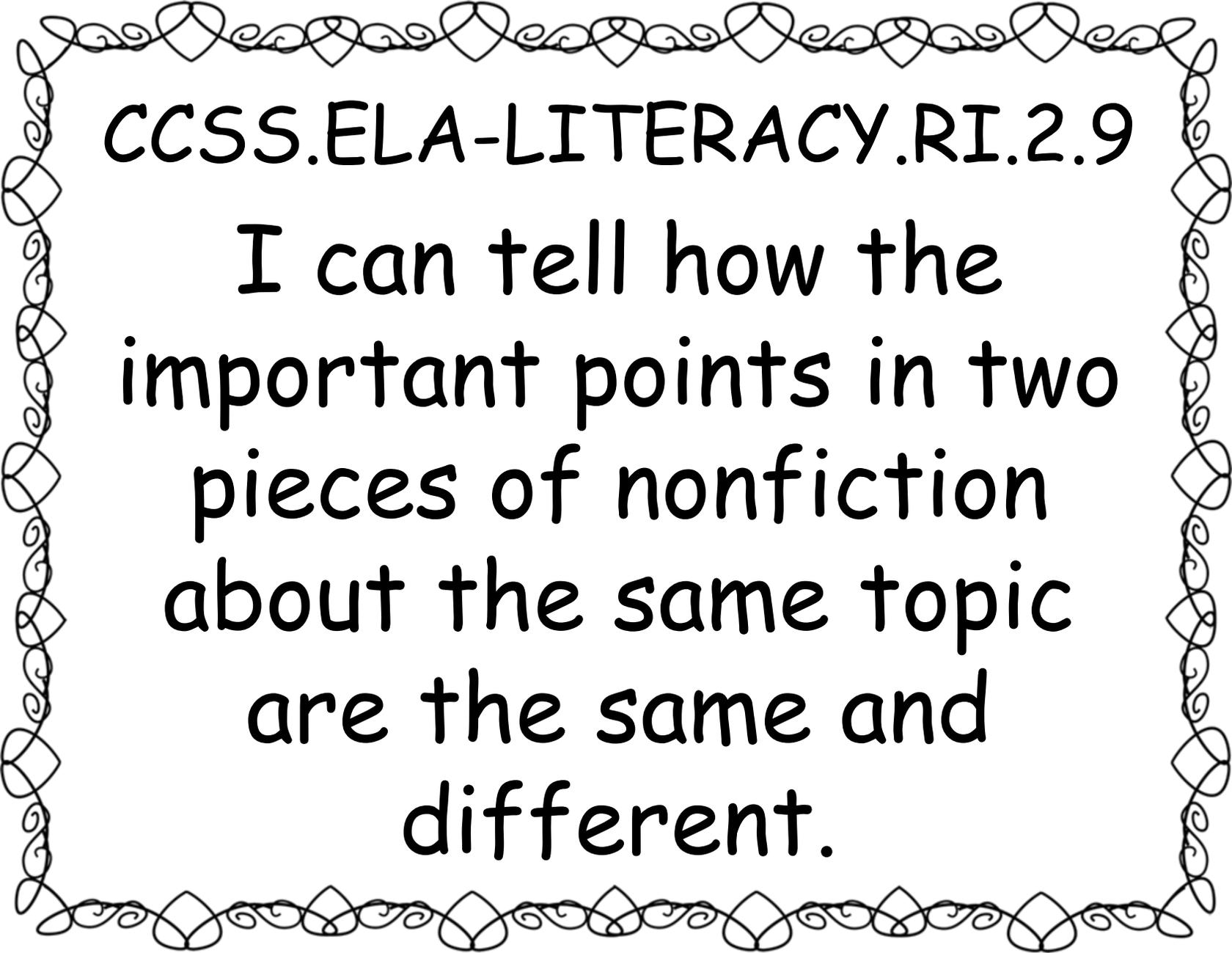
CCSS.ELA-LITERACY.RI.2.7

I can use diagrams and
pictures to help me
understand nonfiction.



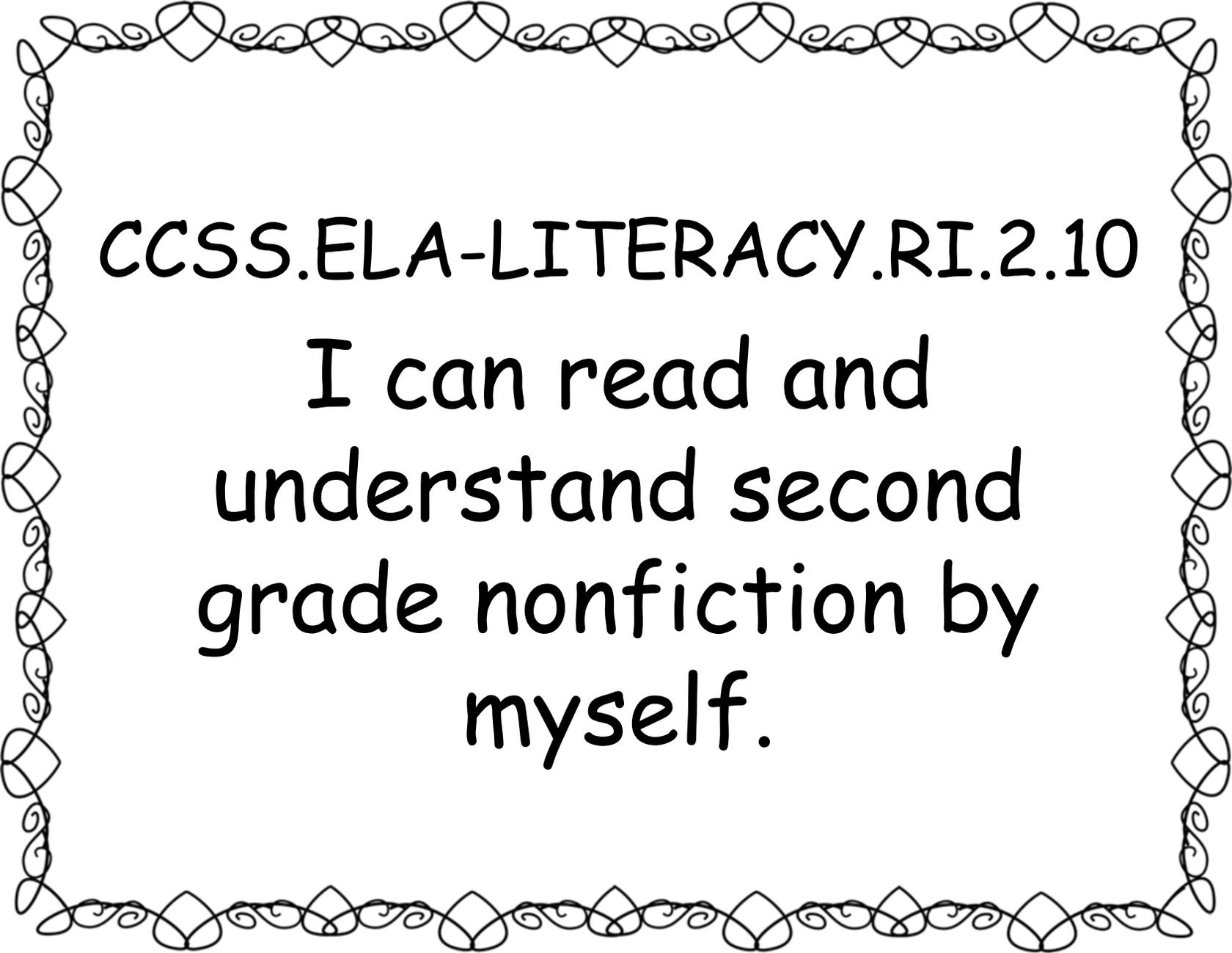
CCSS.ELA-LITERACY.RI.2.8

I can describe how
reasons support the
points that an author is
trying to make.



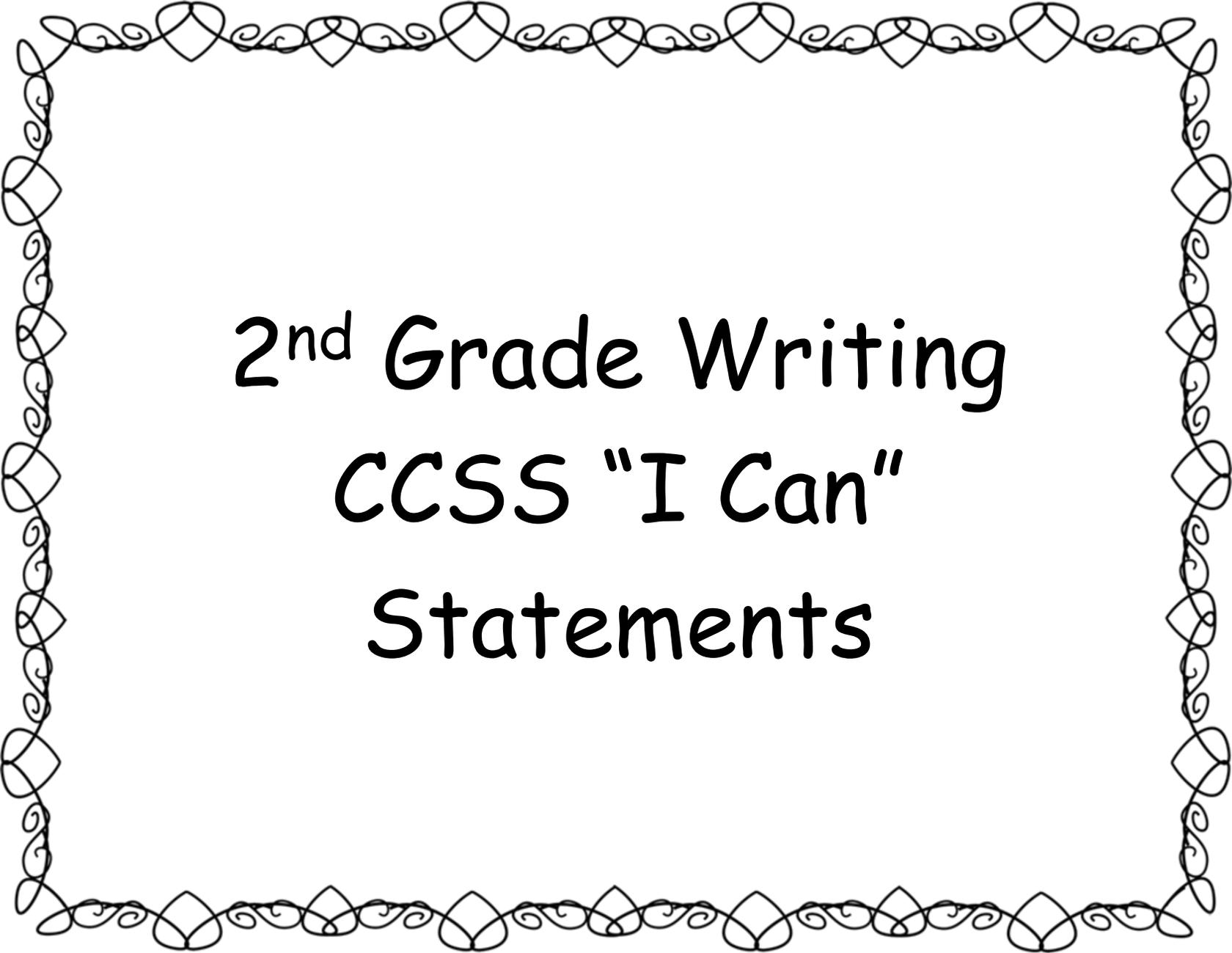
CCSS.ELA-LITERACY.RI.2.9

I can tell how the important points in two pieces of nonfiction about the same topic are the same and different.

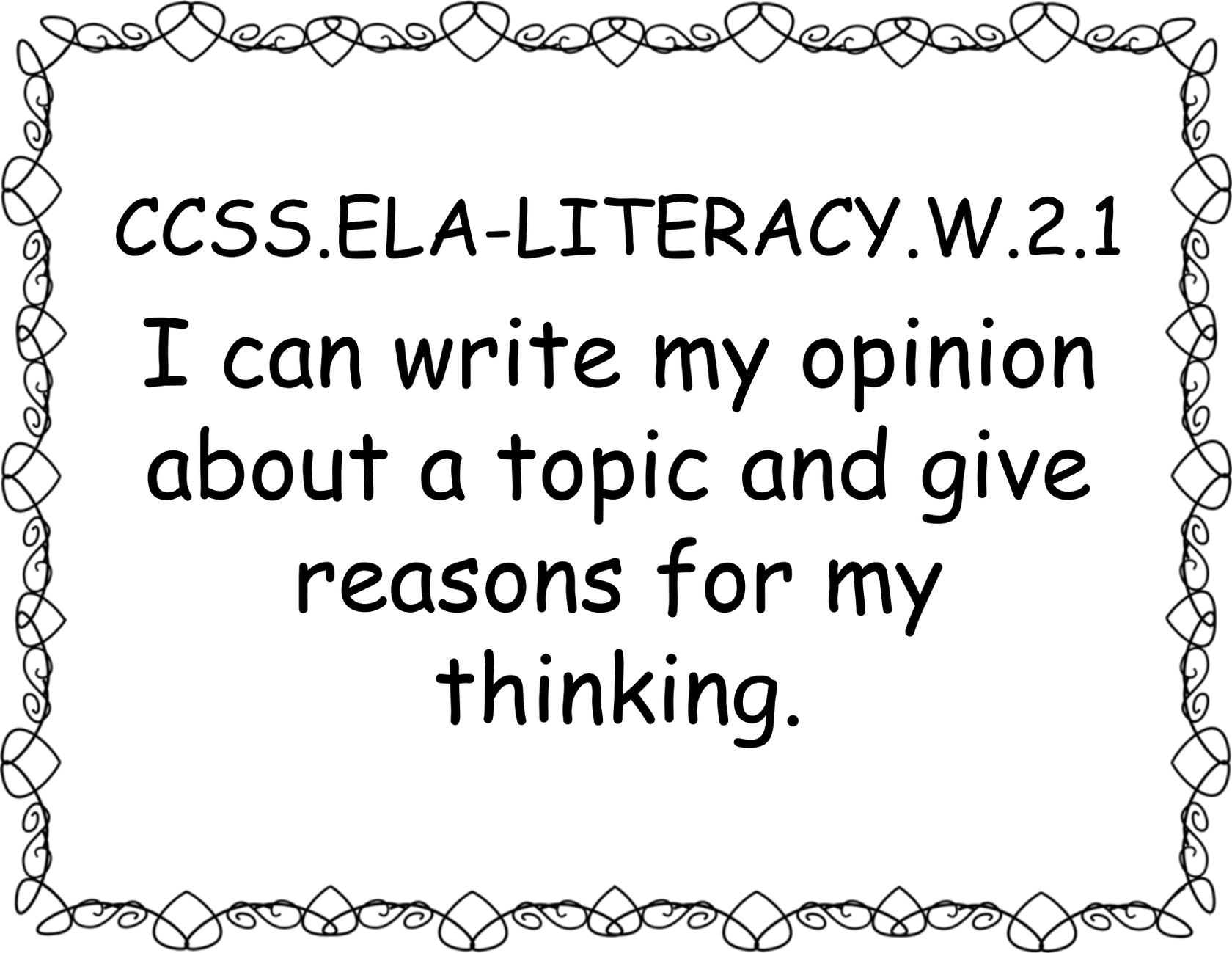


CCSS.ELA-LITERACY.RI.2.10

I can read and
understand second
grade nonfiction by
myself.

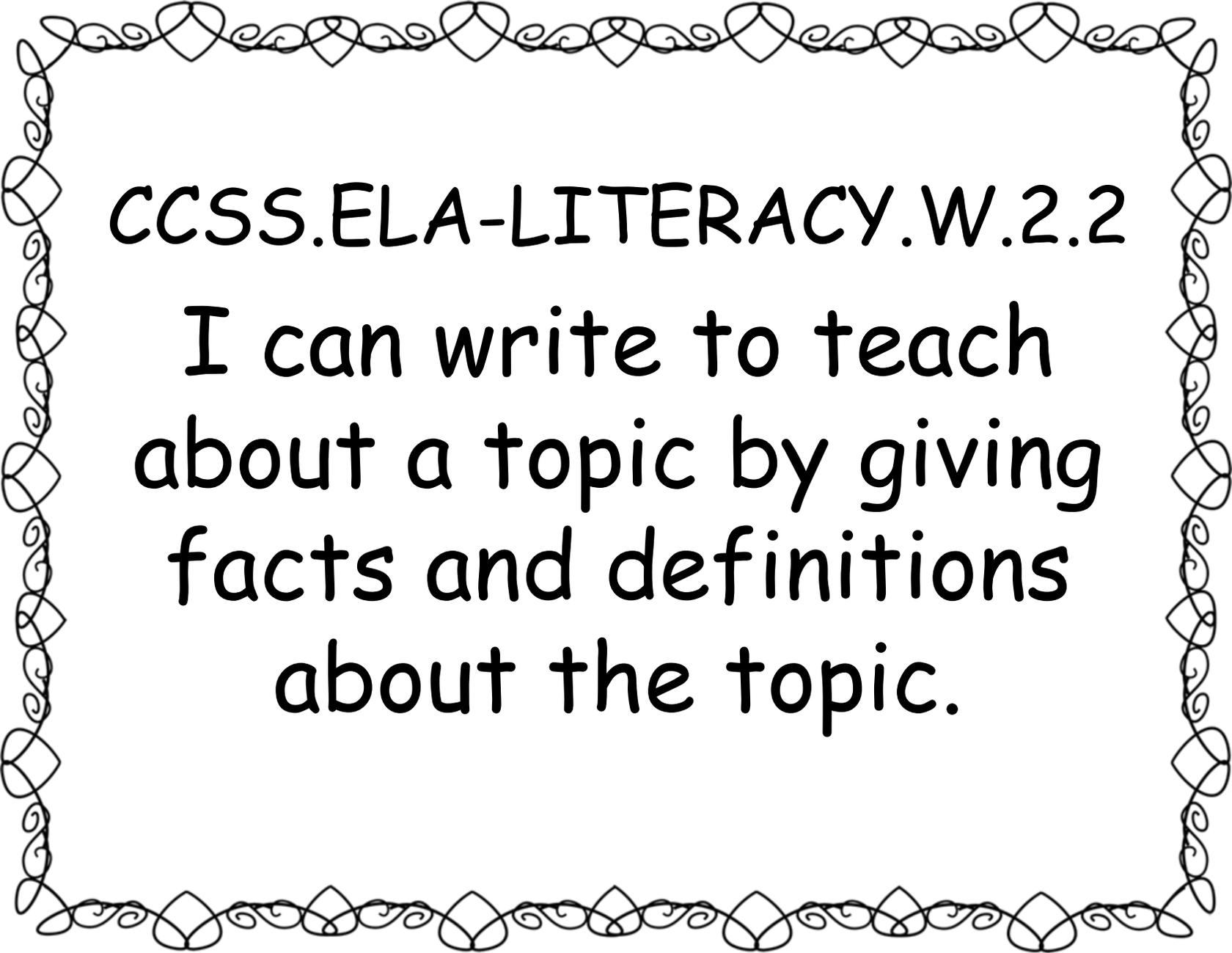


2nd Grade Writing
CCSS "I Can"
Statements



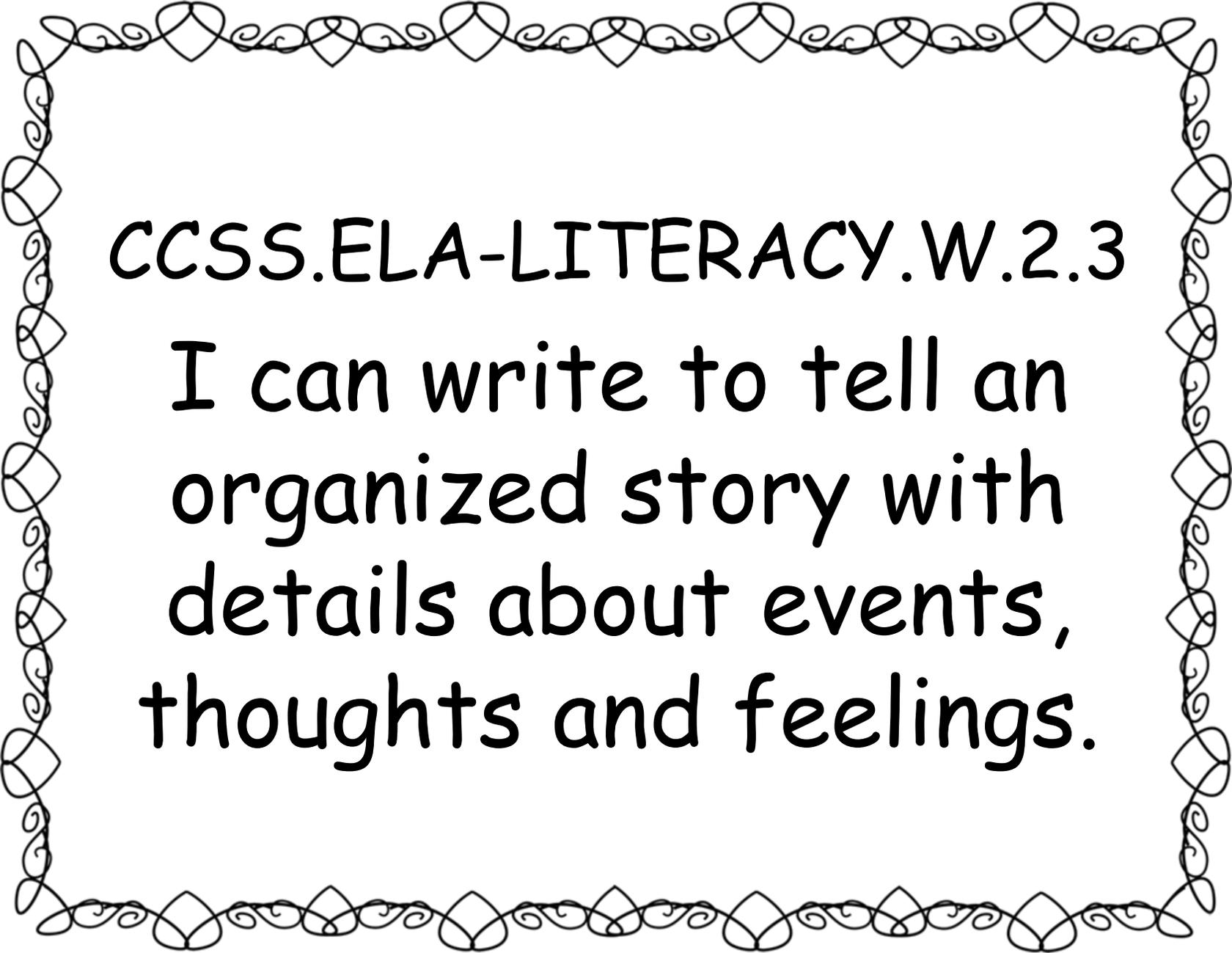
CCSS.ELA-LITERACY.W.2.1

I can write my opinion
about a topic and give
reasons for my
thinking.



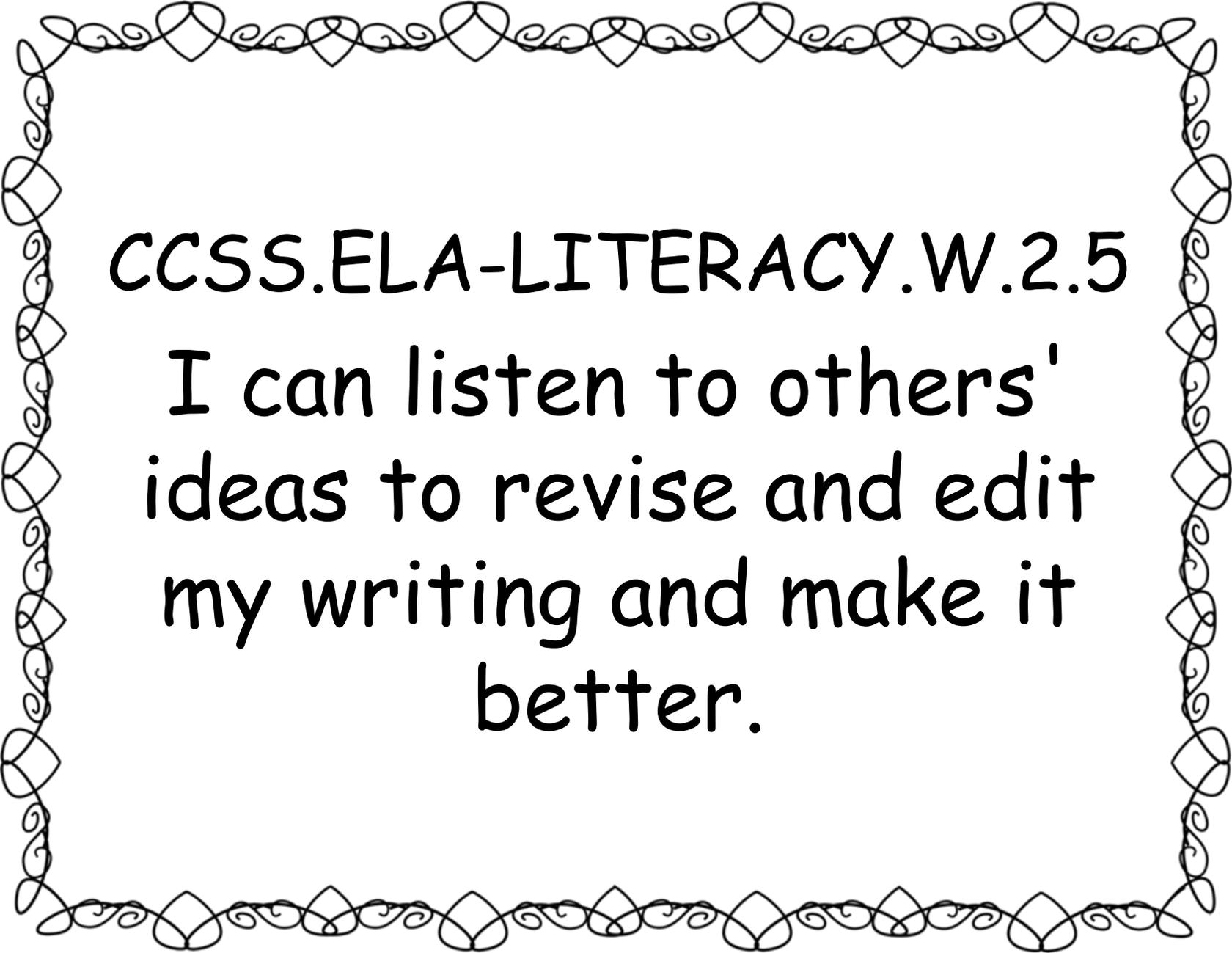
CCSS.ELA-LITERACY.W.2.2

I can write to teach
about a topic by giving
facts and definitions
about the topic.



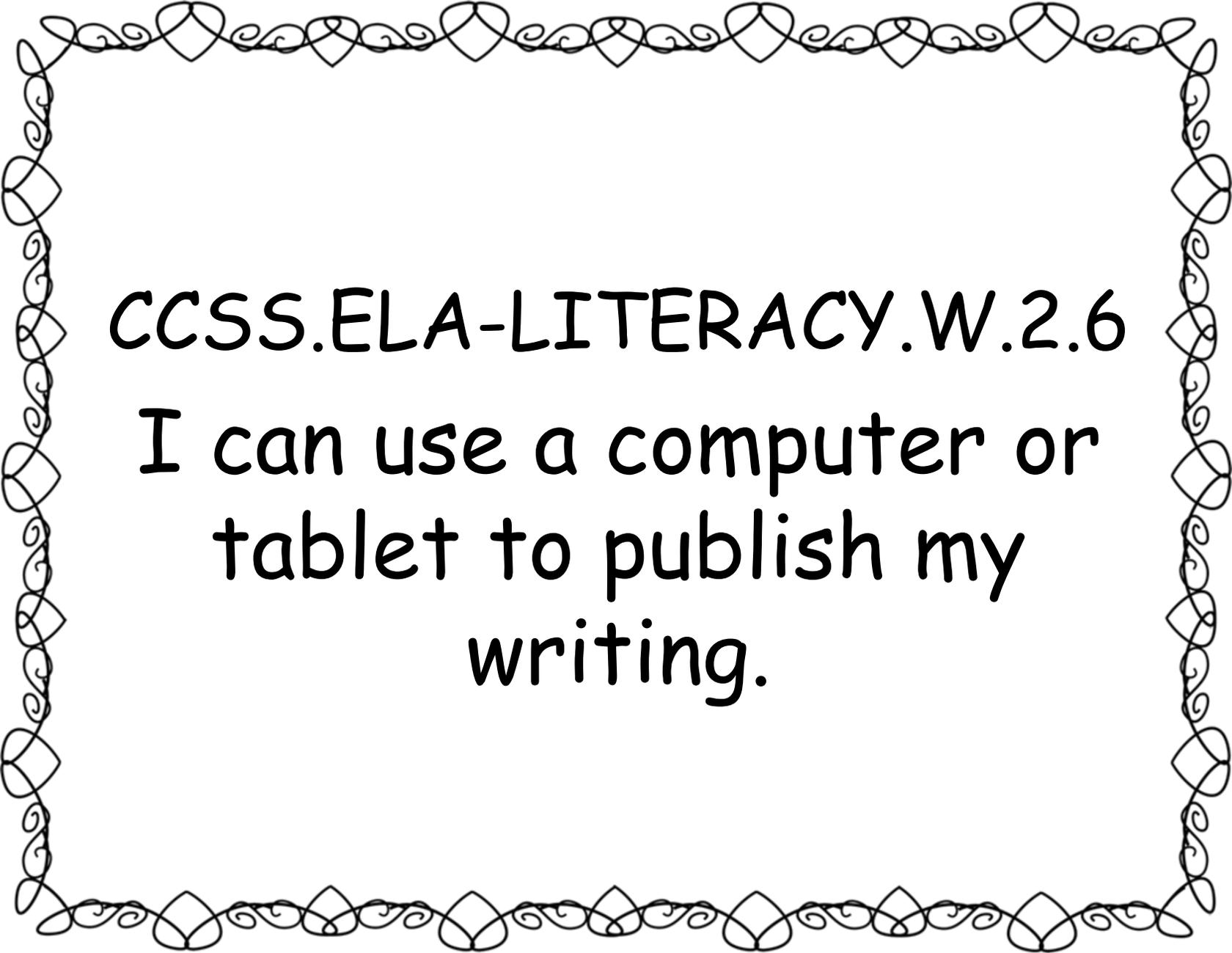
CCSS.ELA-LITERACY.W.2.3

I can write to tell an organized story with details about events, thoughts and feelings.



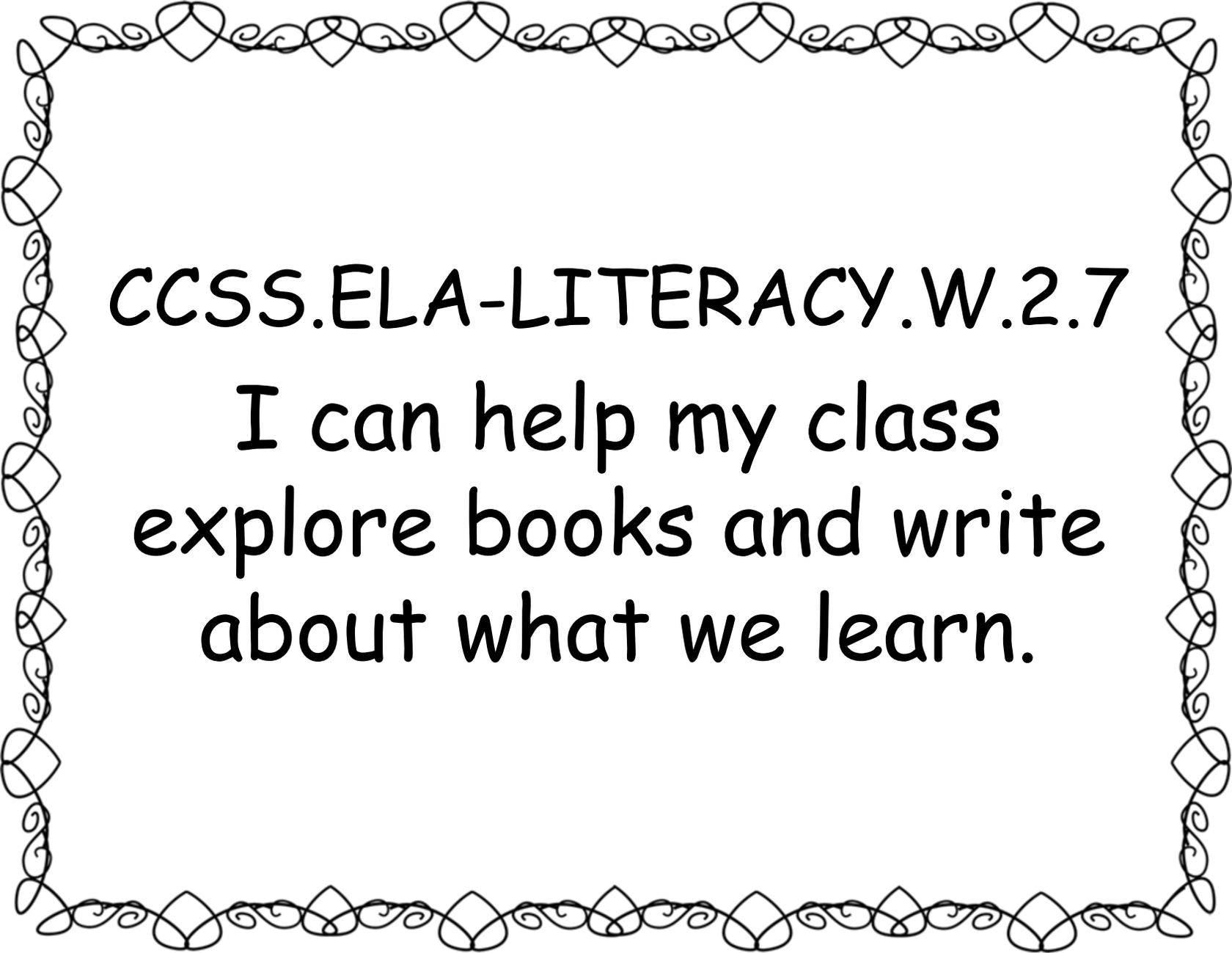
CCSS.ELA-LITERACY.W.2.5

I can listen to others'
ideas to revise and edit
my writing and make it
better.



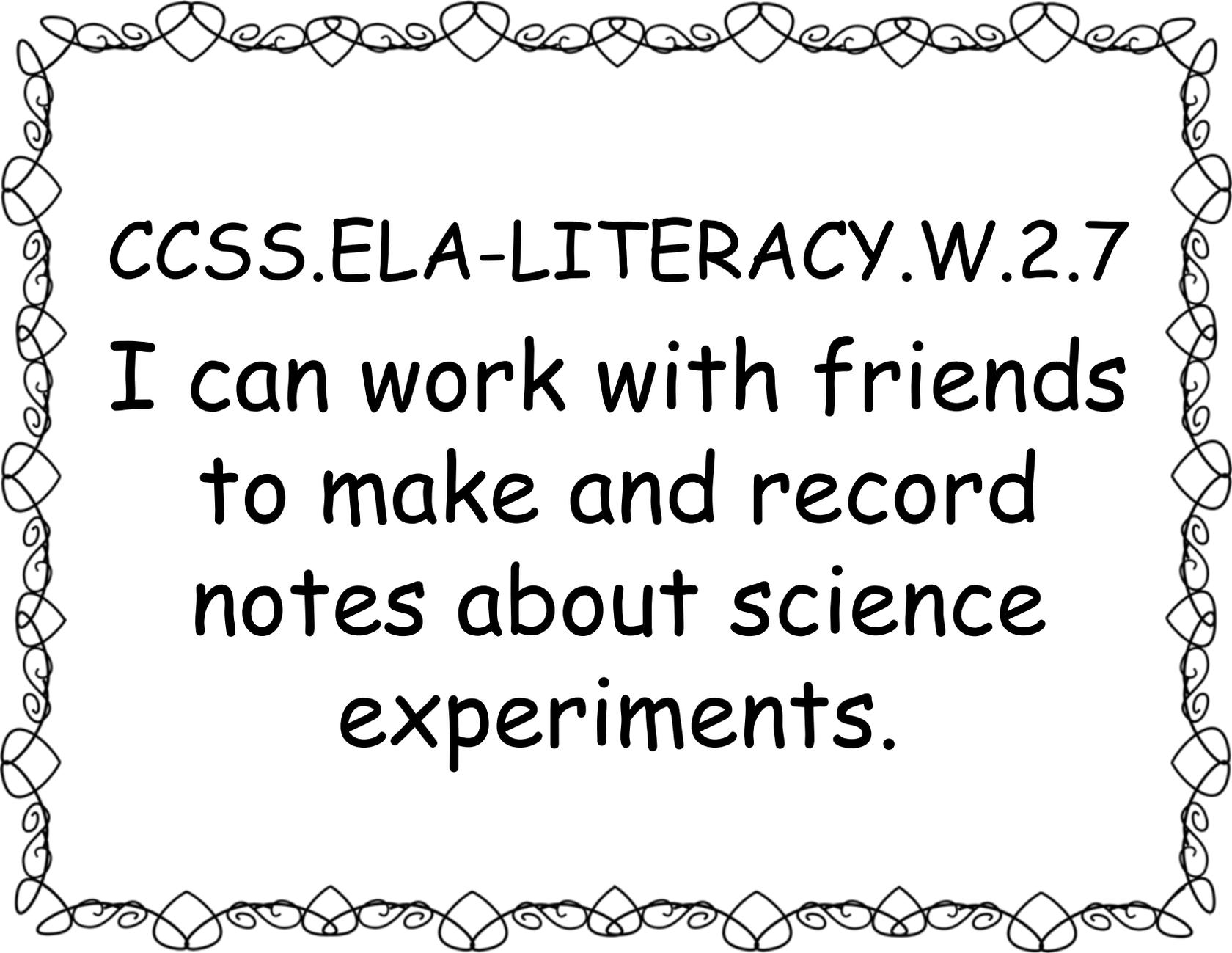
CCSS.ELA-LITERACY.W.2.6

I can use a computer or
tablet to publish my
writing.



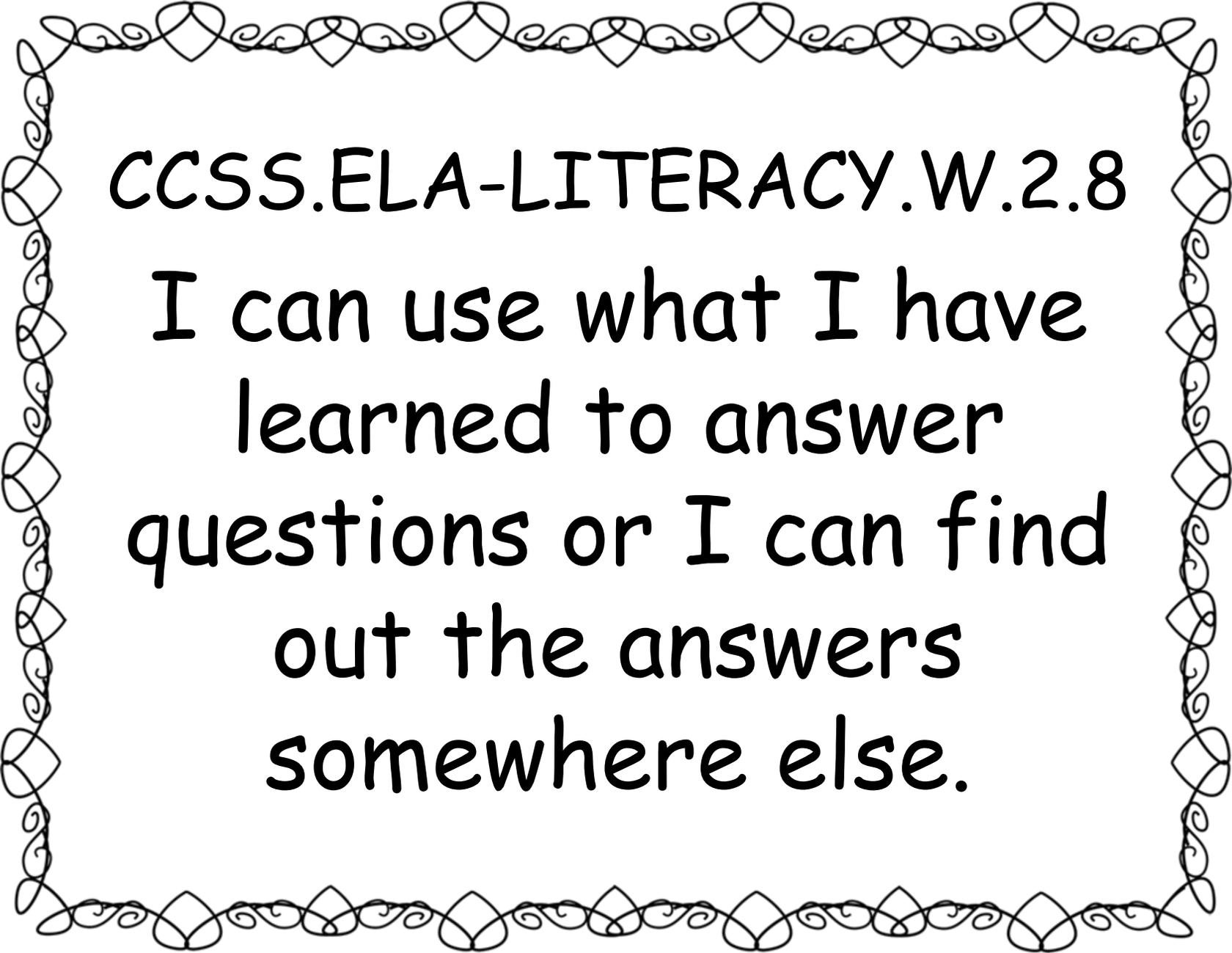
CCSS.ELA-LITERACY.W.2.7

I can help my class
explore books and write
about what we learn.



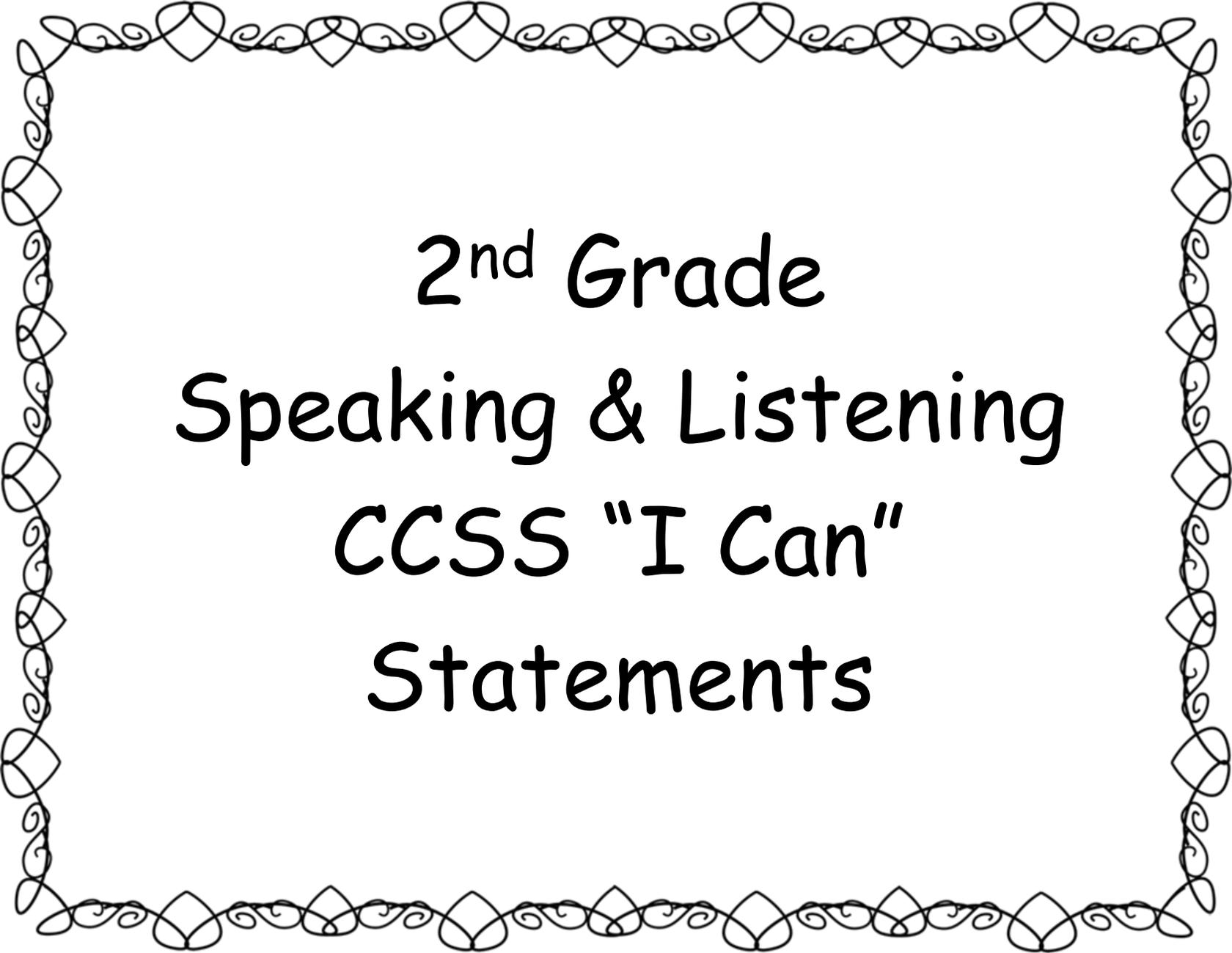
CCSS.ELA-LITERACY.W.2.7

I can work with friends
to make and record
notes about science
experiments.

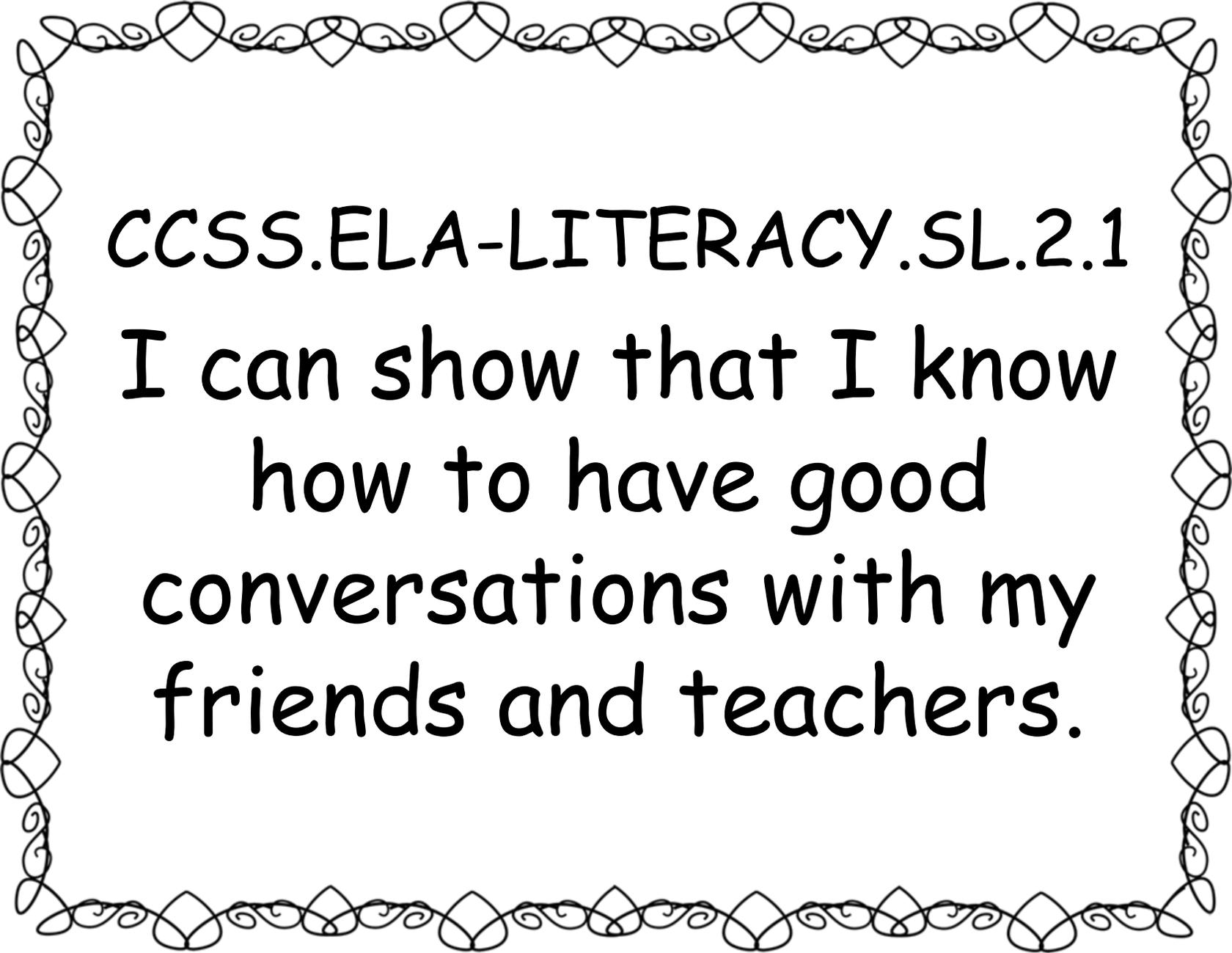


CCSS.ELA-LITERACY.W.2.8

I can use what I have
learned to answer
questions or I can find
out the answers
somewhere else.

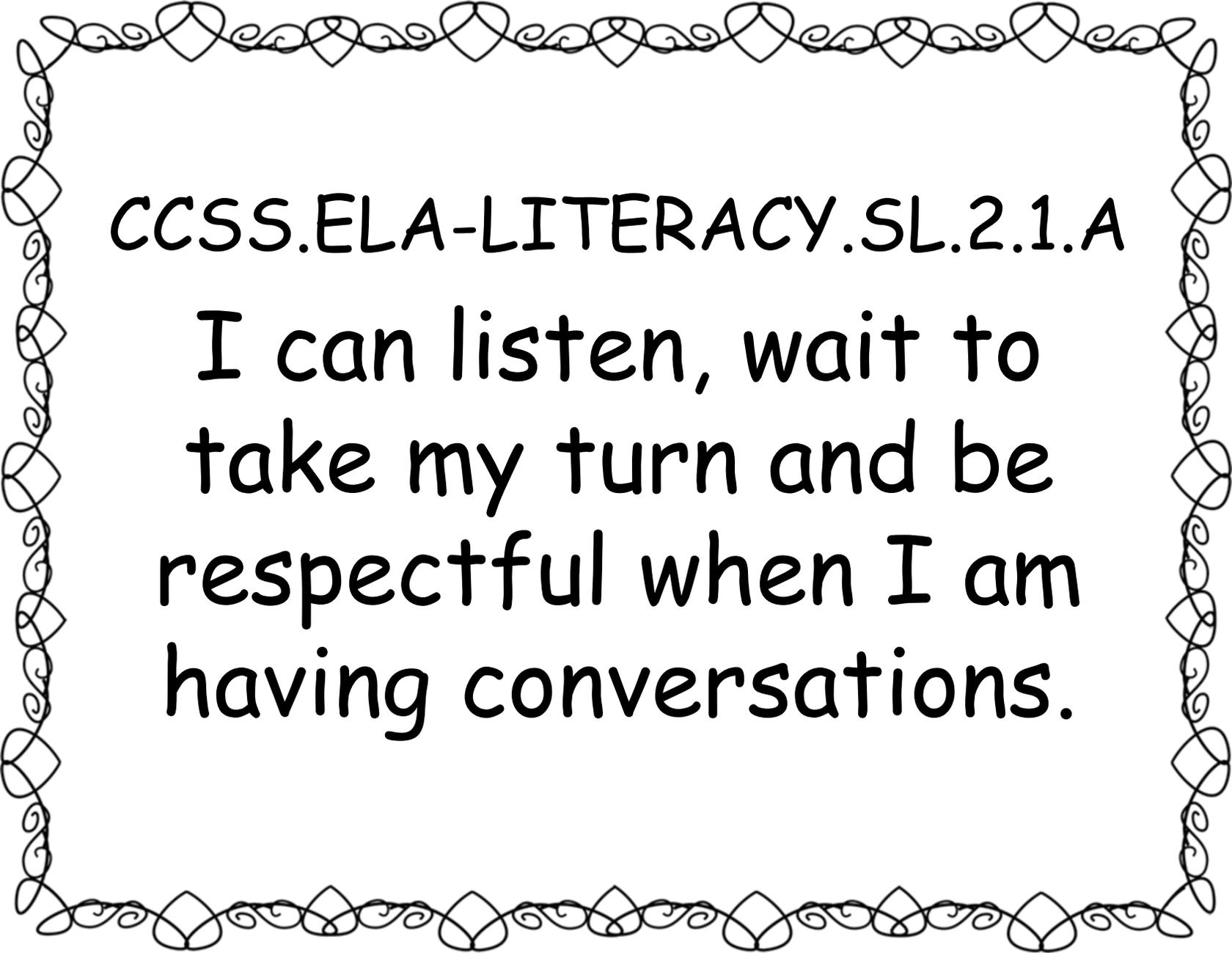


2nd Grade
Speaking & Listening
CCSS "I Can"
Statements



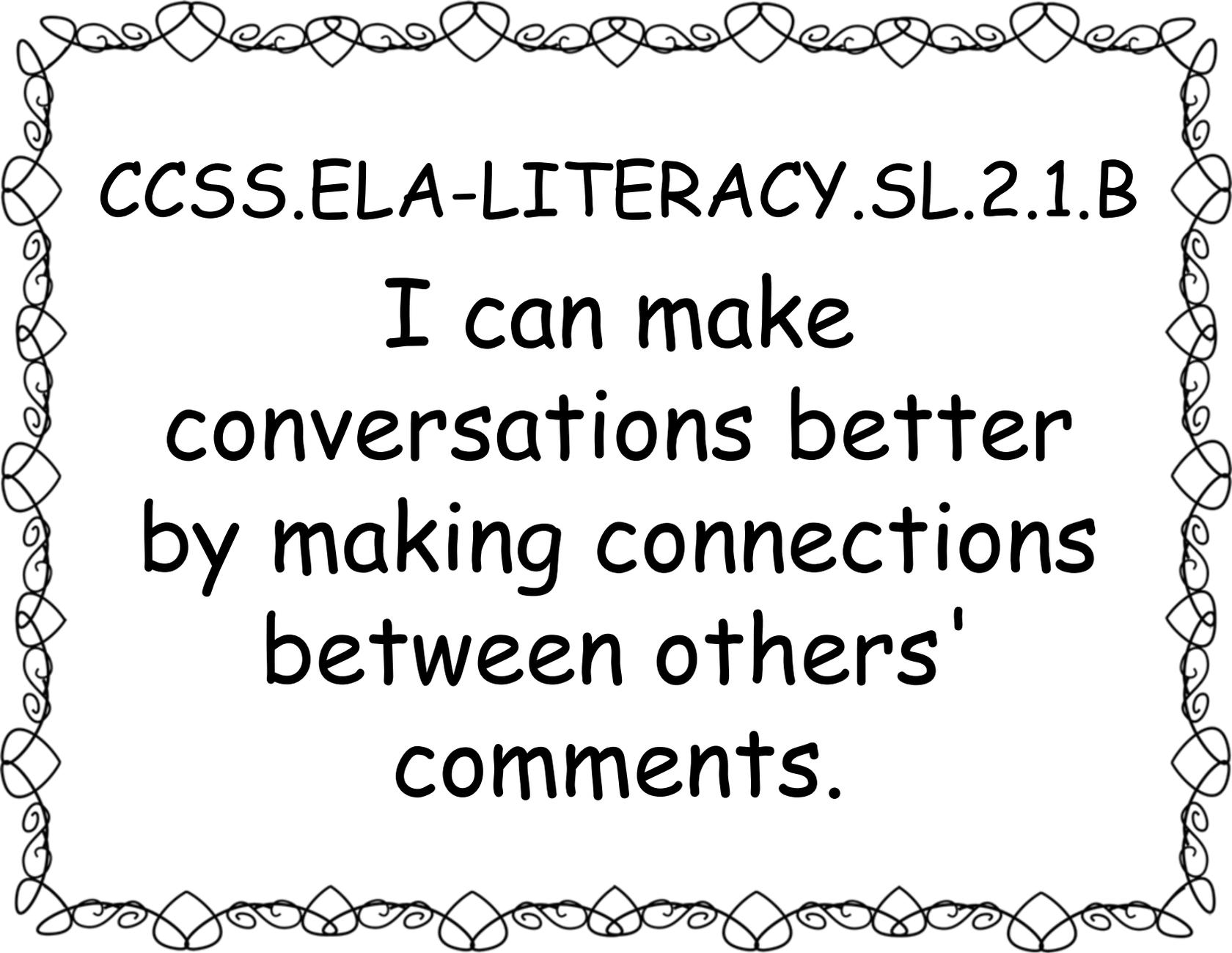
CCSS.ELA-LITERACY.SL.2.1

I can show that I know
how to have good
conversations with my
friends and teachers.



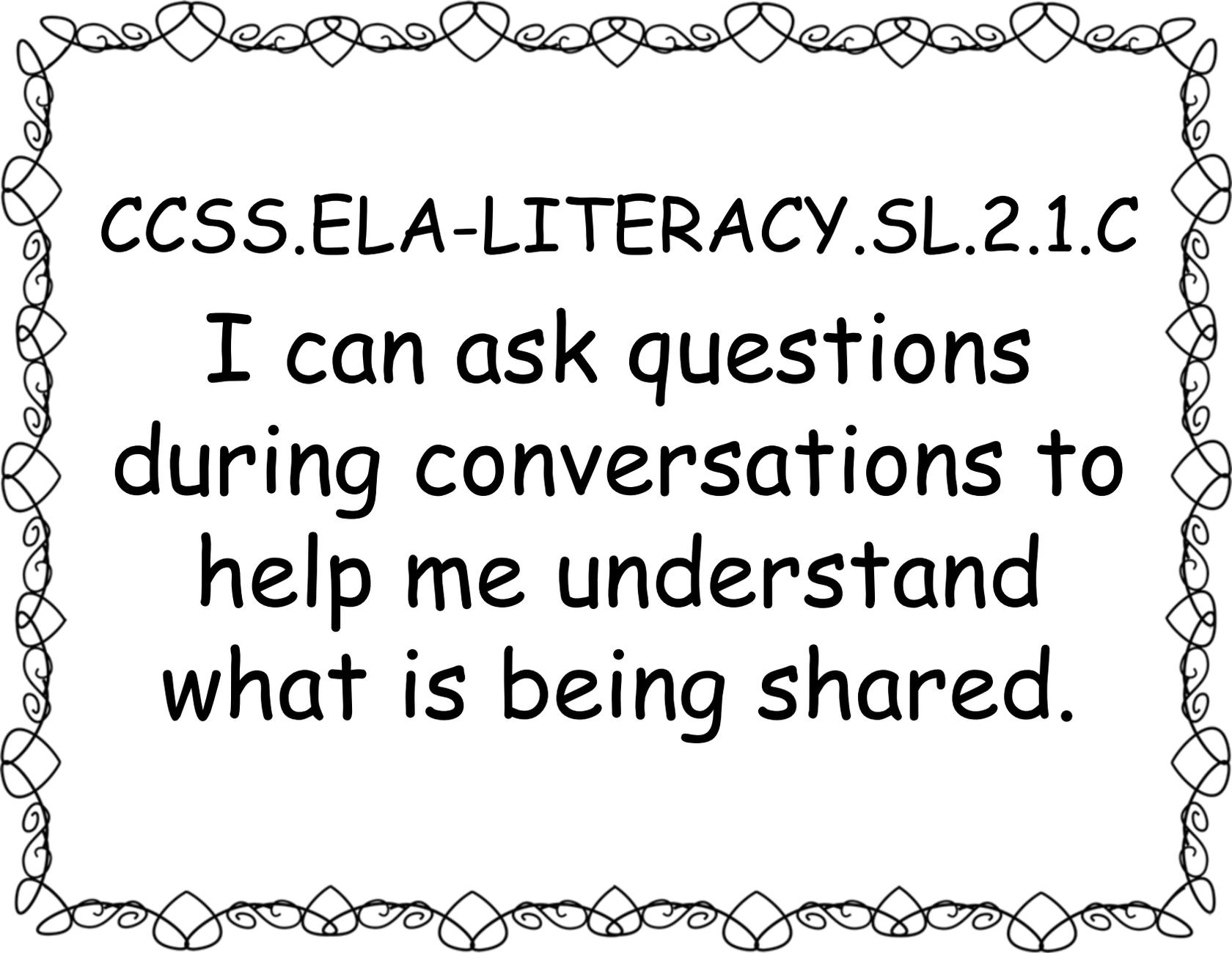
CCSS.ELA-LITERACY.SL.2.1.A

I can listen, wait to
take my turn and be
respectful when I am
having conversations.



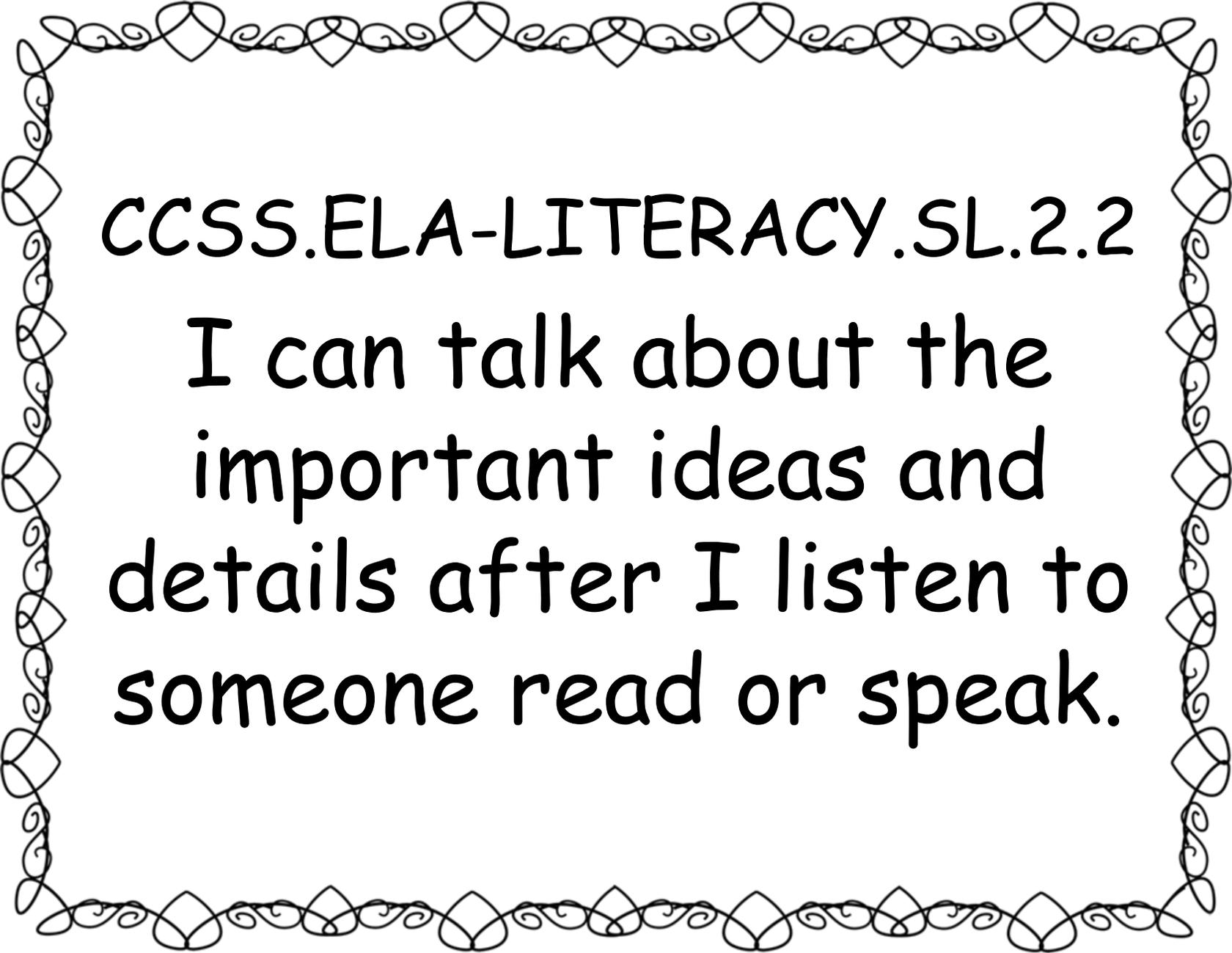
CCSS.ELA-LITERACY.SL.2.1.B

I can make
conversations better
by making connections
between others'
comments.



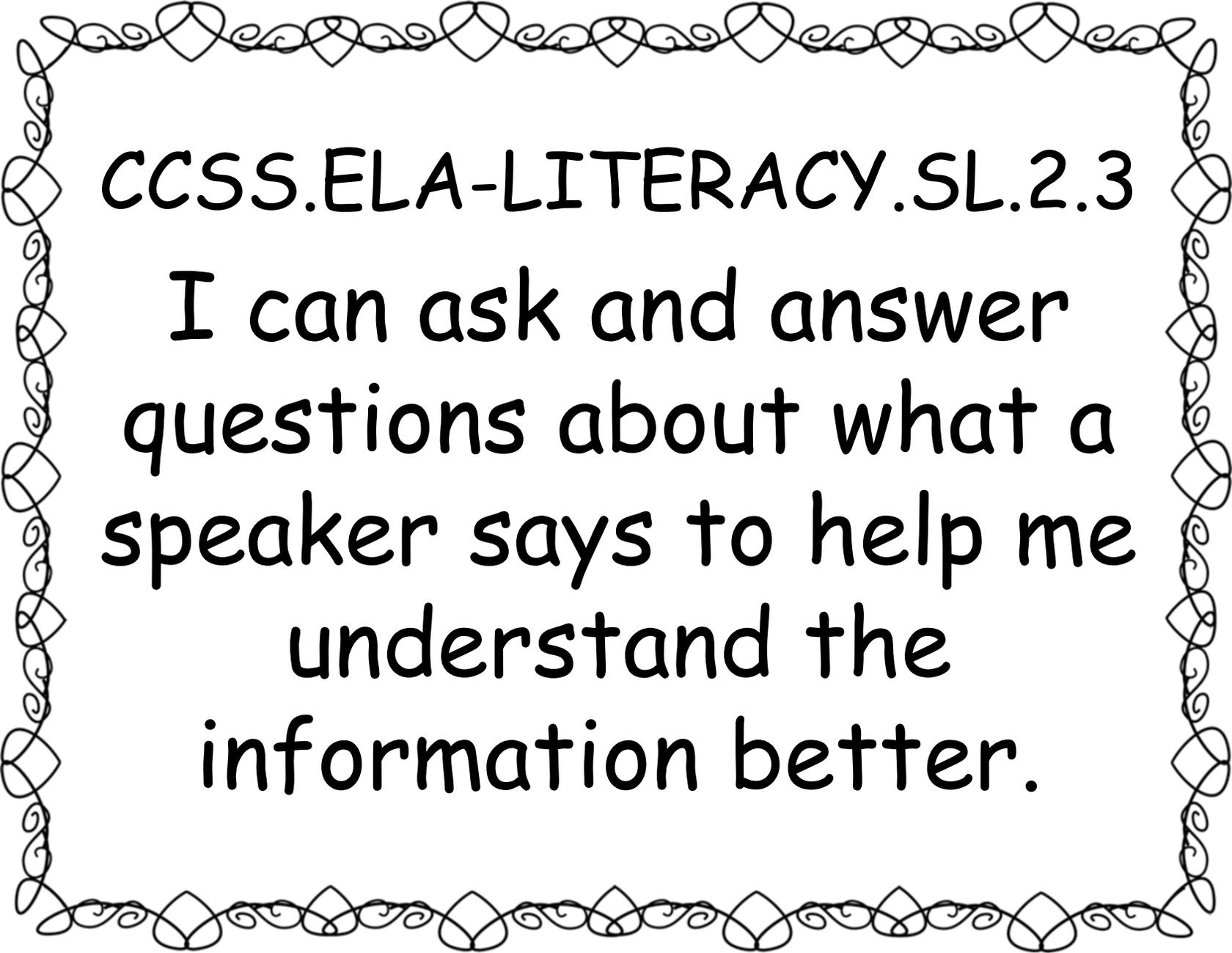
CCSS.ELA-LITERACY.SL.2.1.C

I can ask questions
during conversations to
help me understand
what is being shared.



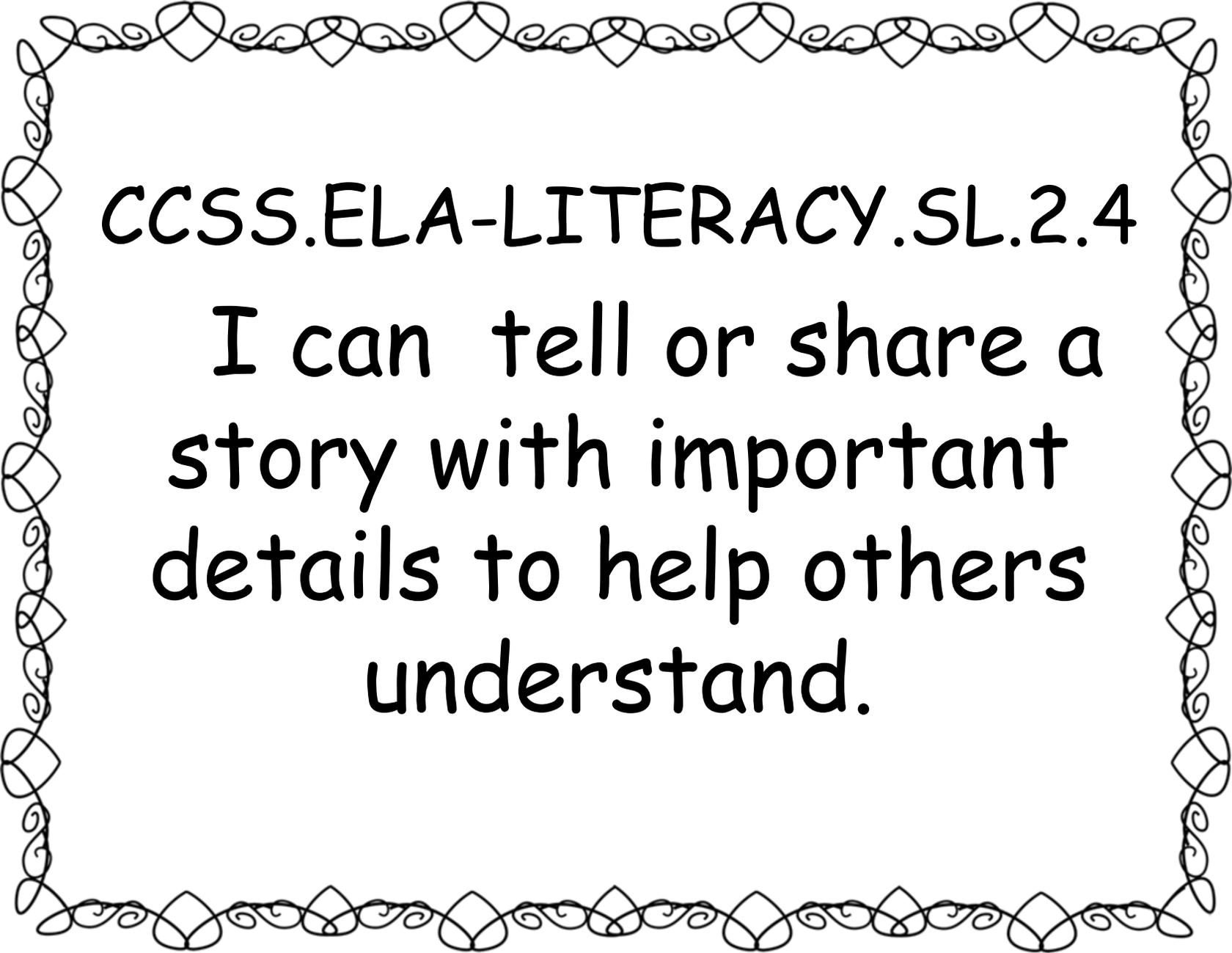
CCSS.ELA-LITERACY.SL.2.2

I can talk about the
important ideas and
details after I listen to
someone read or speak.



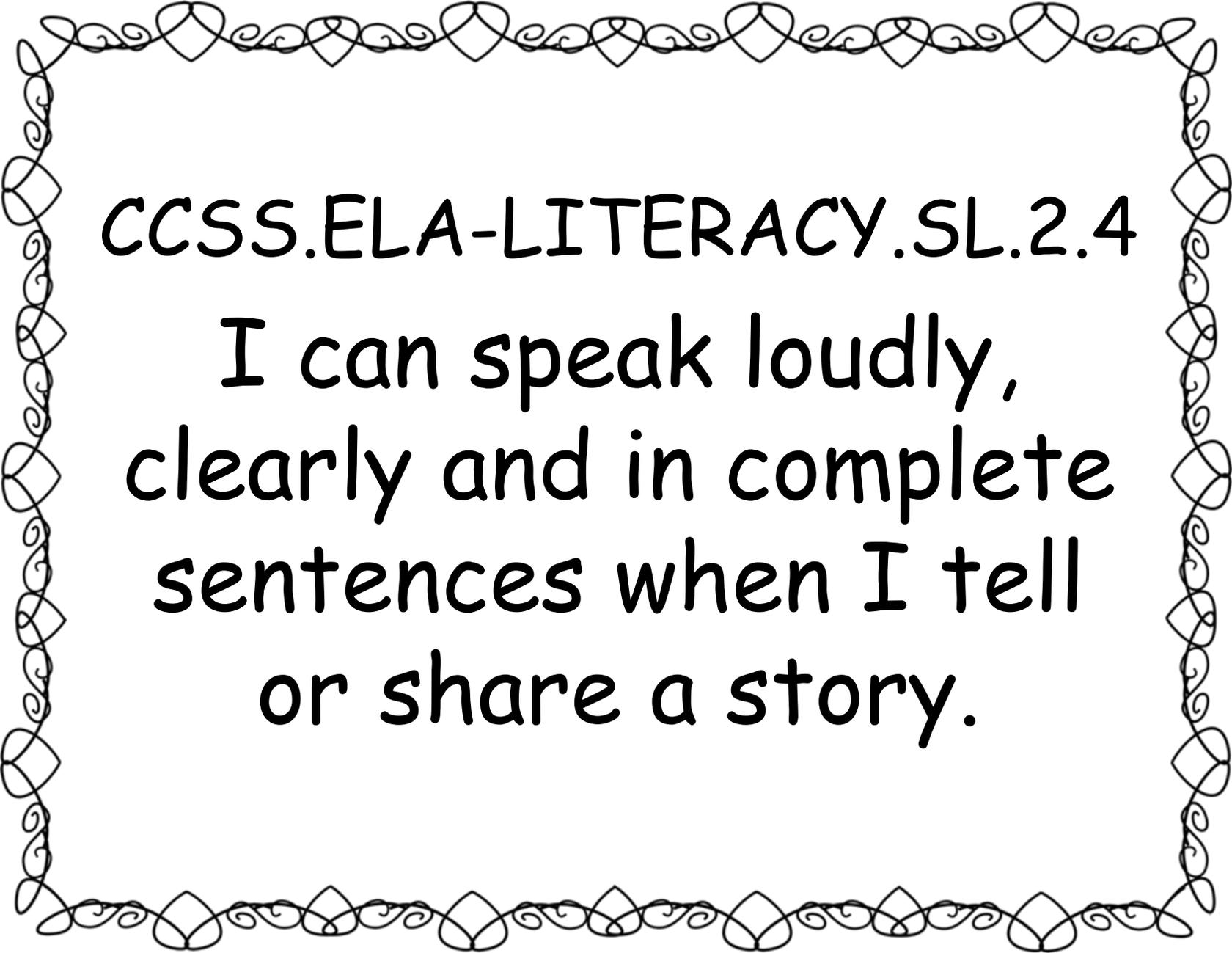
CCSS.ELA-LITERACY.SL.2.3

I can ask and answer
questions about what a
speaker says to help me
understand the
information better.



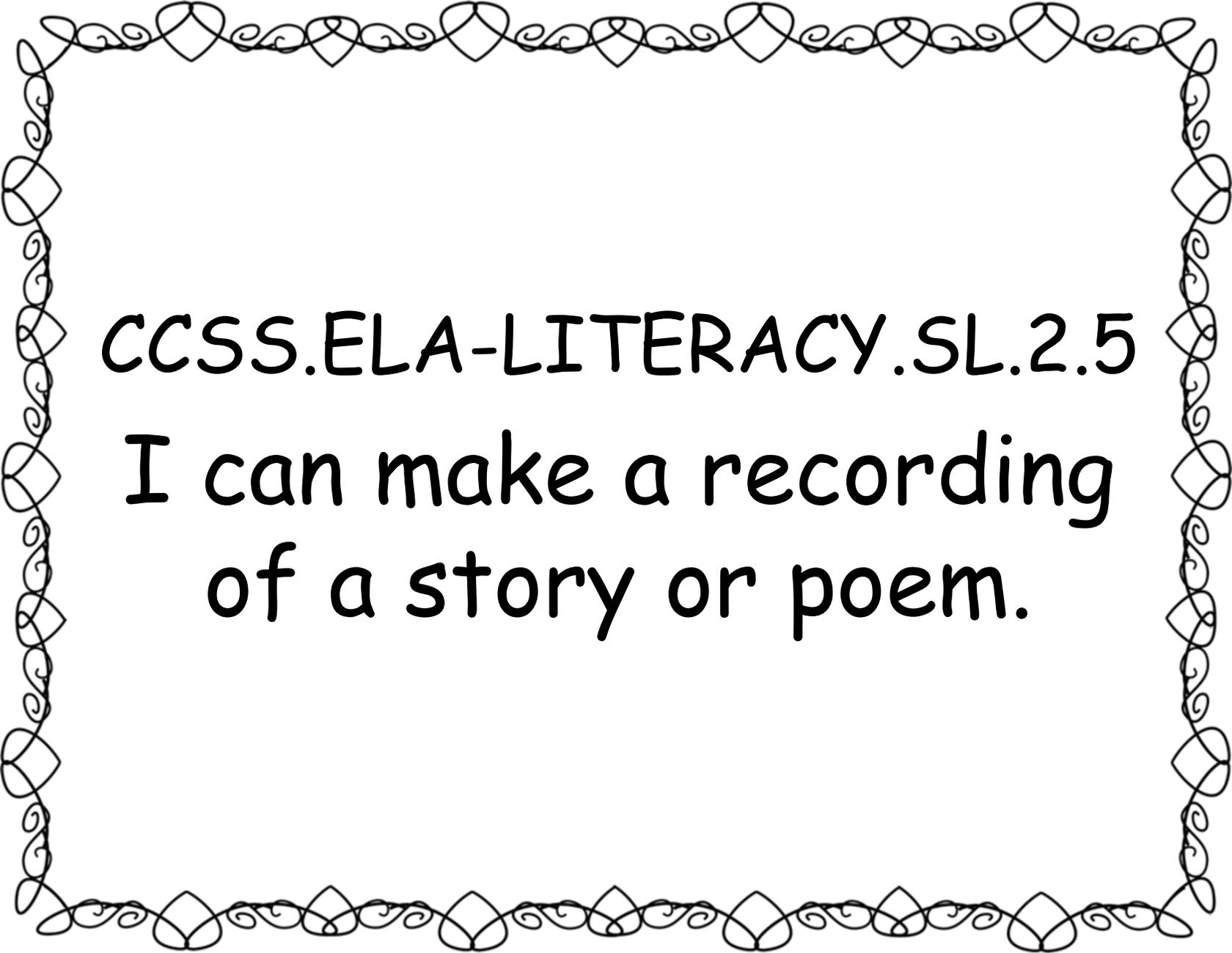
CCSS.ELA-LITERACY.SL.2.4

I can tell or share a
story with important
details to help others
understand.



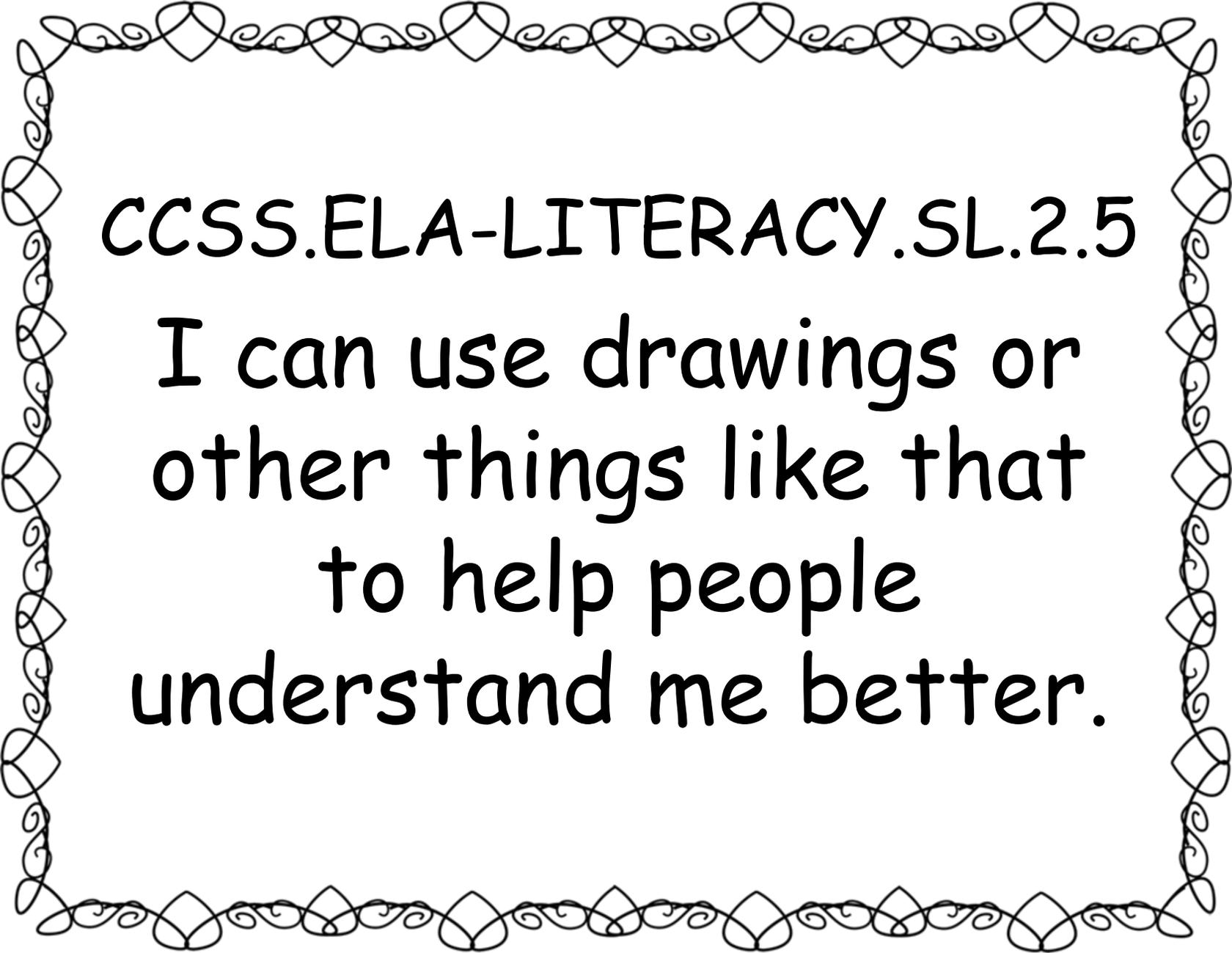
CCSS.ELA-LITERACY.SL.2.4

I can speak loudly,
clearly and in complete
sentences when I tell
or share a story.



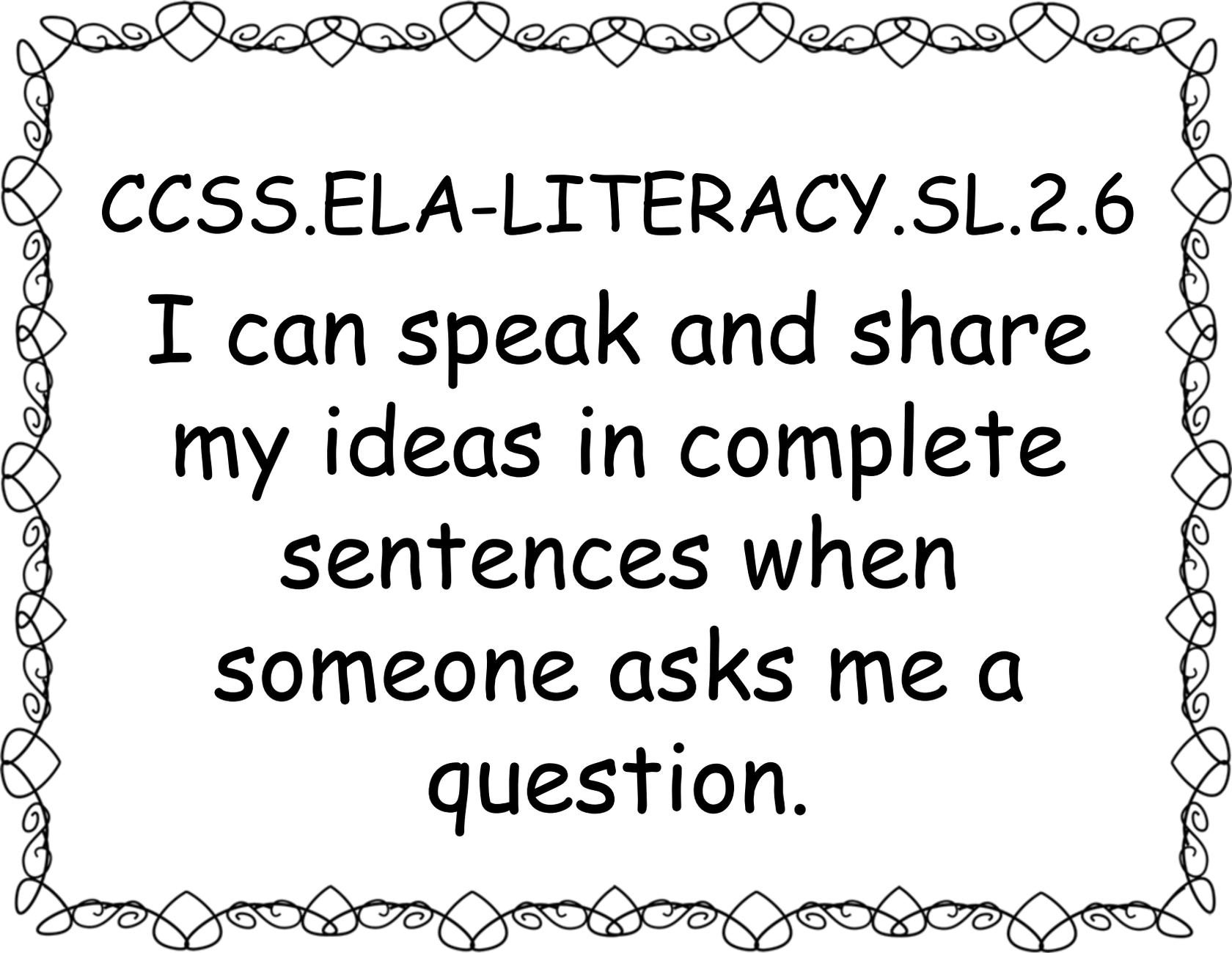
CCSS.ELA-LITERACY.SL.2.5

I can make a recording
of a story or poem.



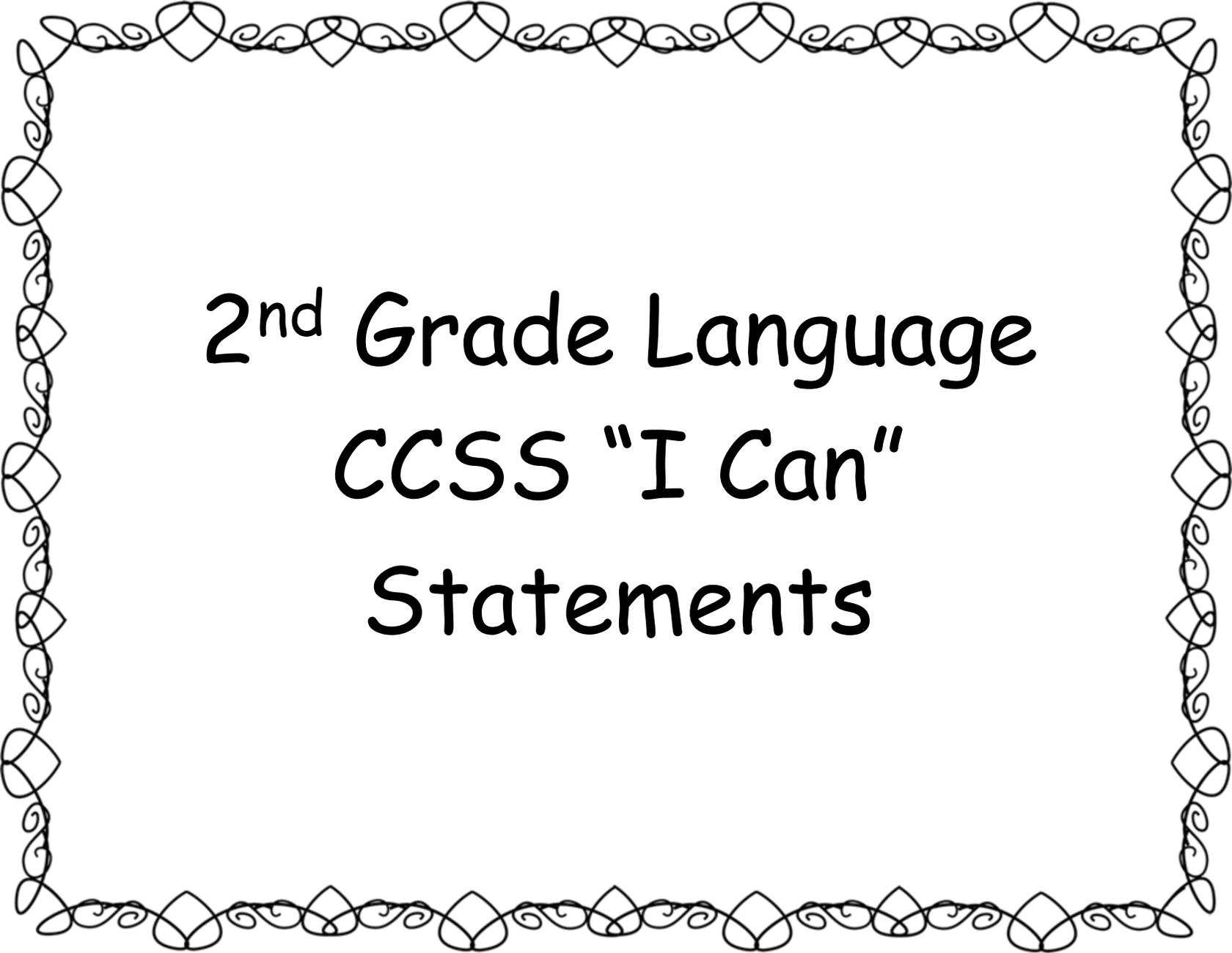
CCSS.ELA-LITERACY.SL.2.5

I can use drawings or
other things like that
to help people
understand me better.

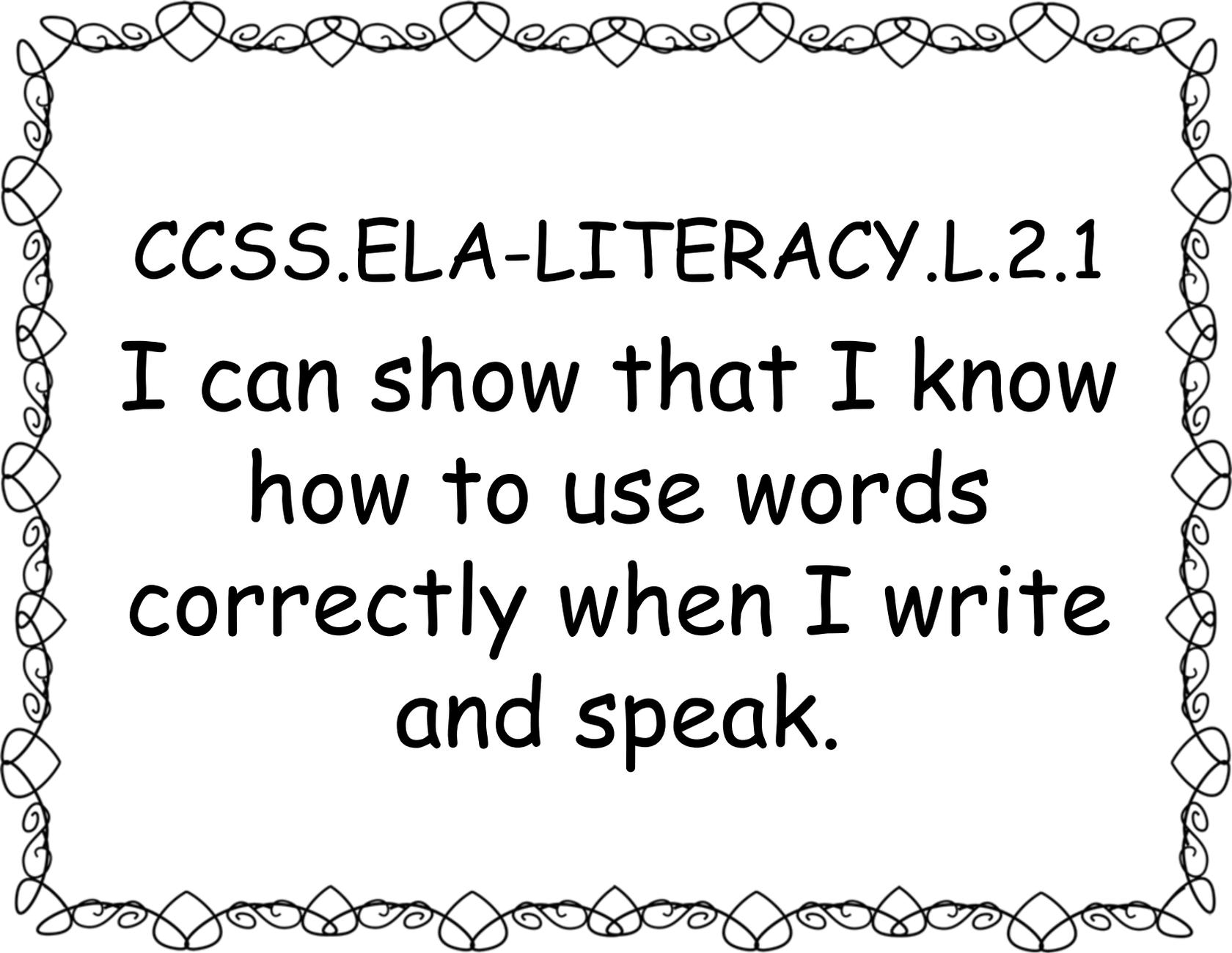


CCSS.ELA-LITERACY.SL.2.6

I can speak and share
my ideas in complete
sentences when
someone asks me a
question.

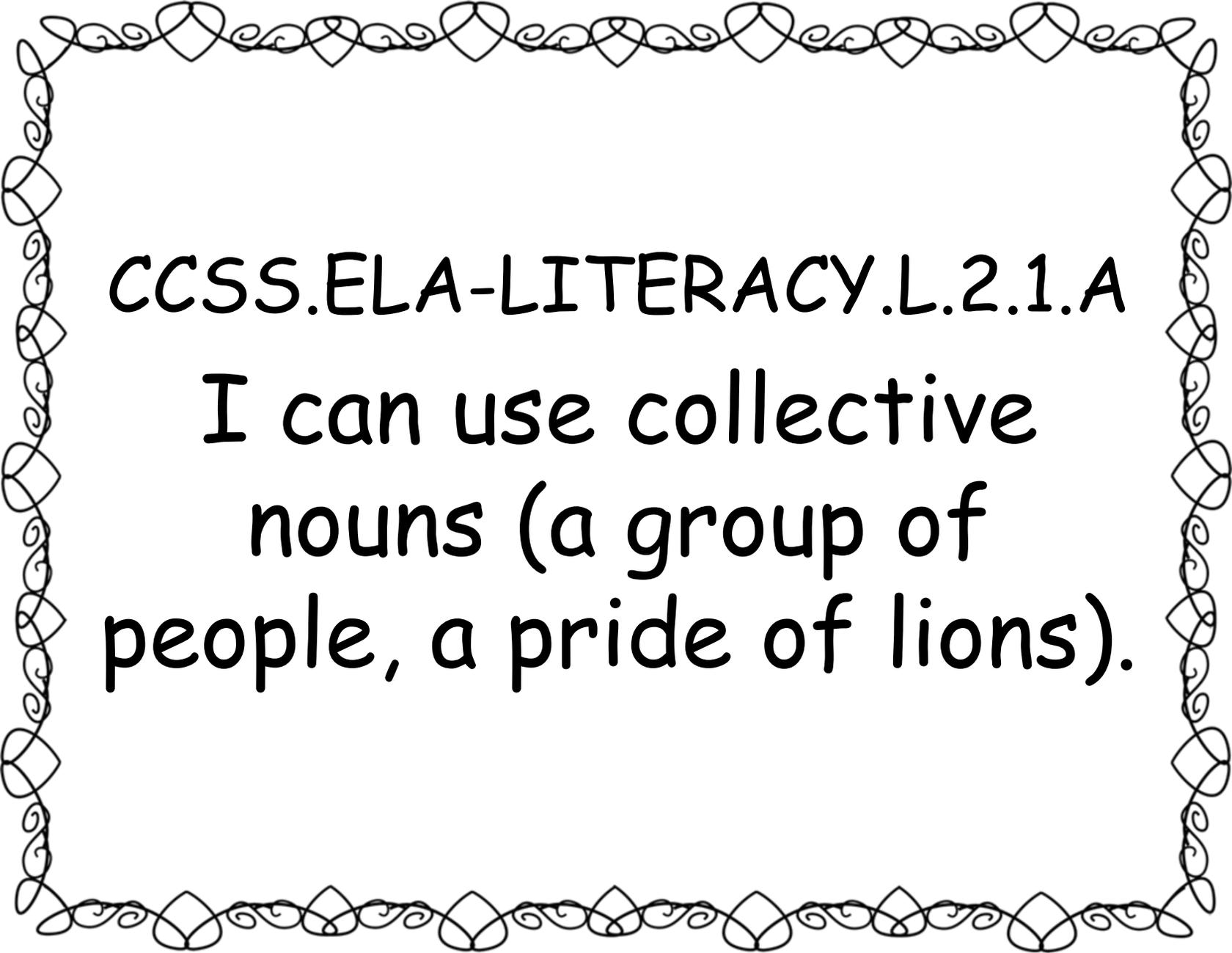
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2nd Grade Language
CCSS "I Can"
Statements



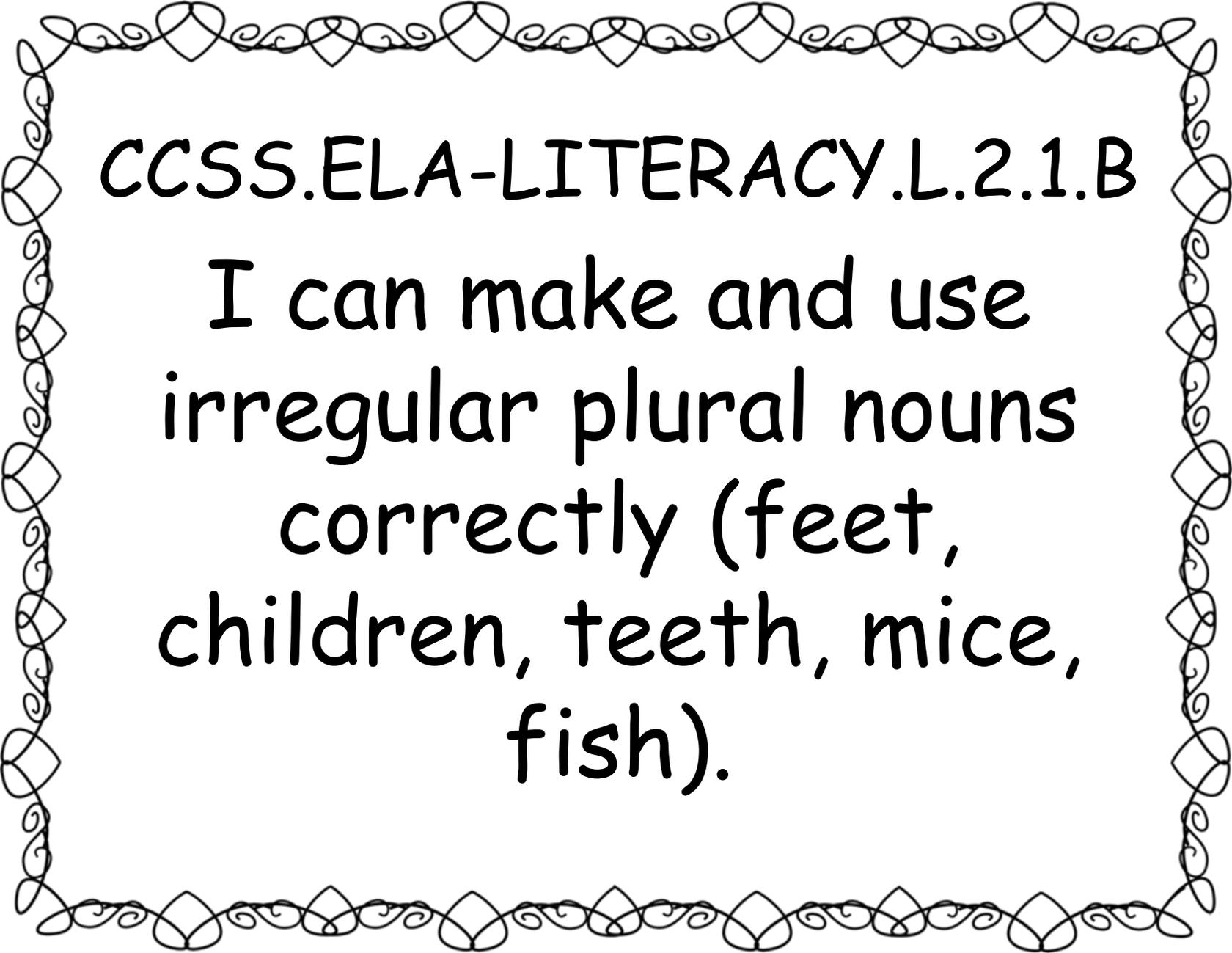
CCSS.ELA-LITERACY.L.2.1

I can show that I know
how to use words
correctly when I write
and speak.

A decorative border made of repeating heart and scroll patterns surrounds the text.

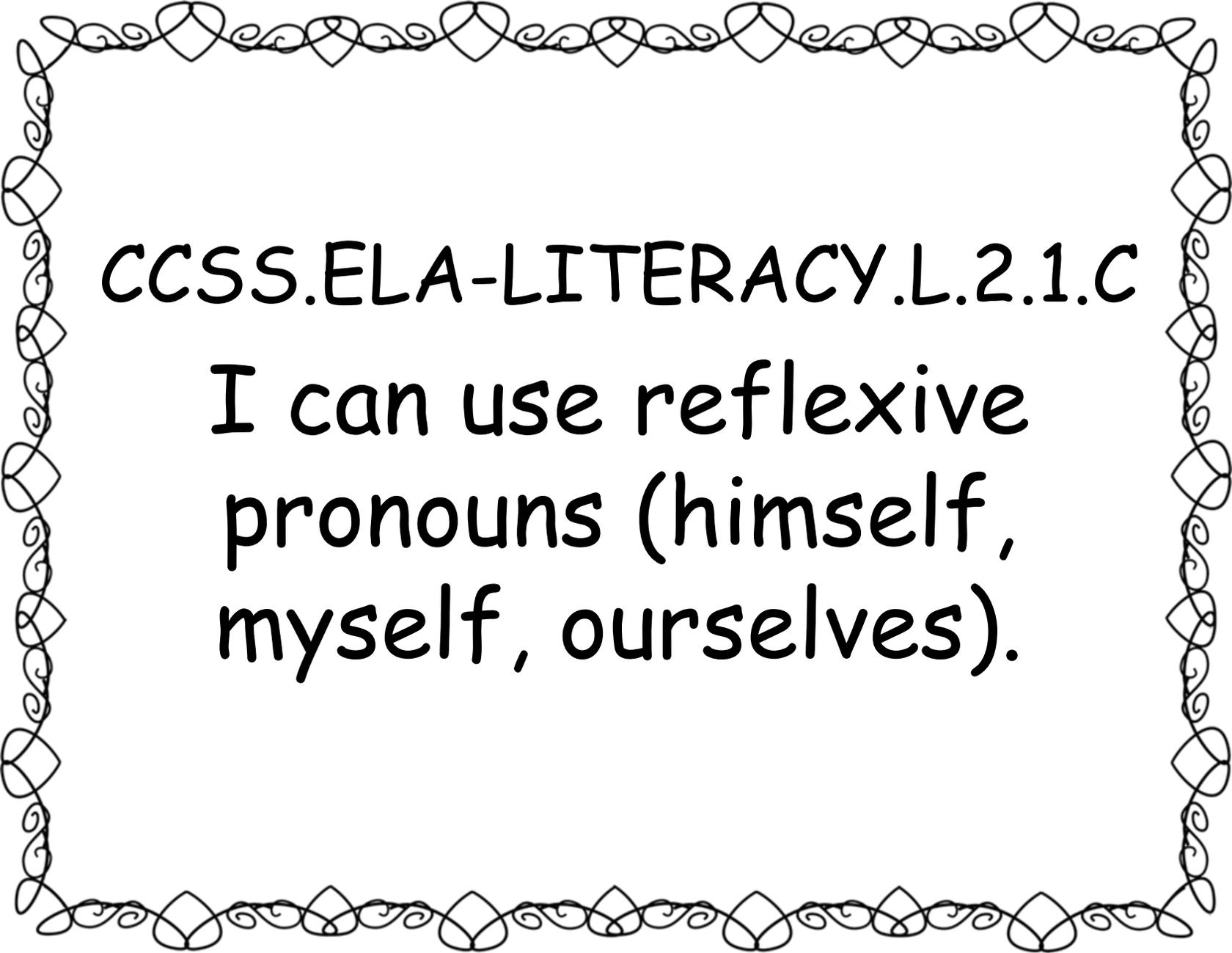
CCSS.ELA-LITERACY.L.2.1.A

I can use collective
nouns (a group of
people, a pride of lions).



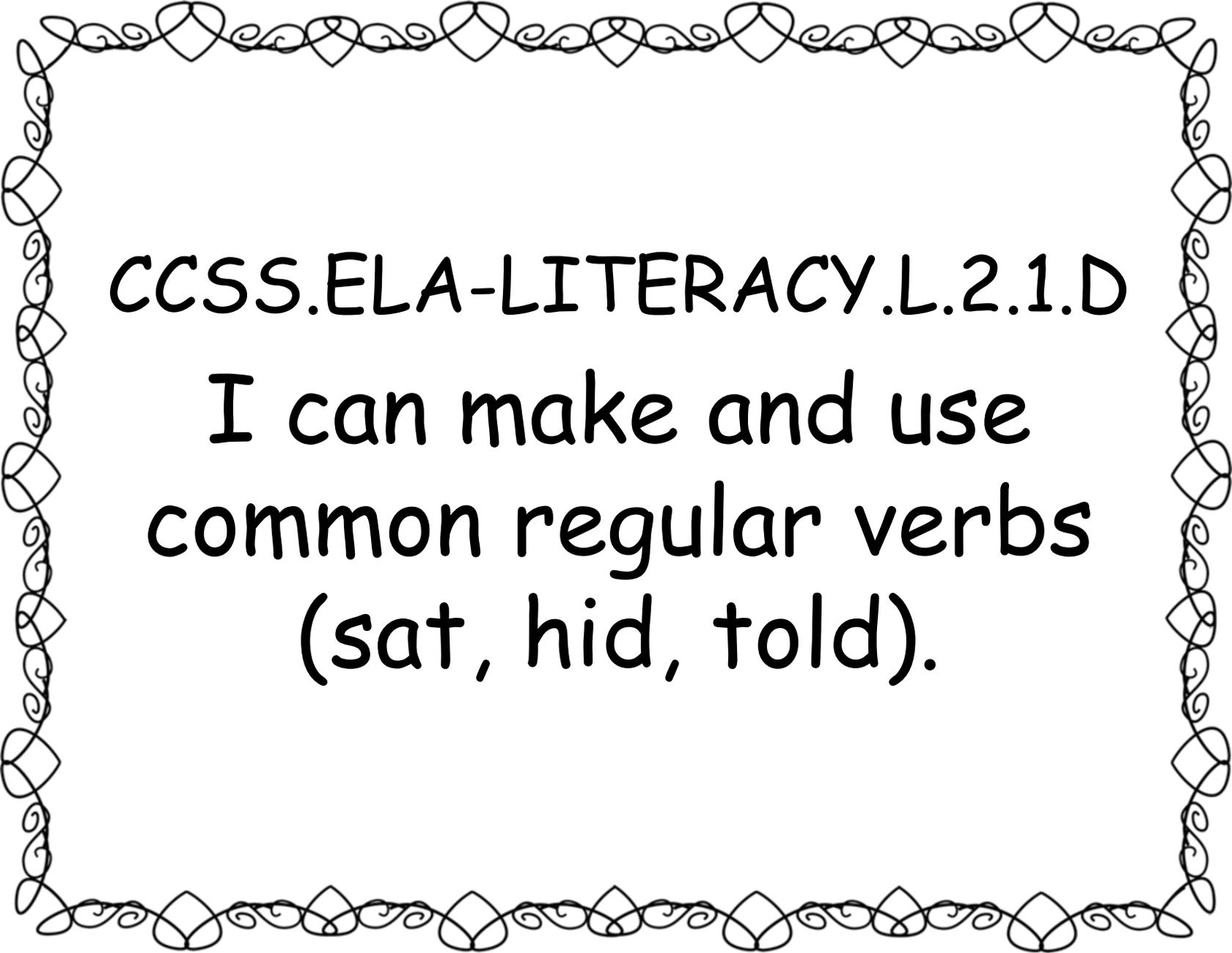
CCSS.ELA-LITERACY.L.2.1.B

I can make and use
irregular plural nouns
correctly (feet,
children, teeth, mice,
fish).



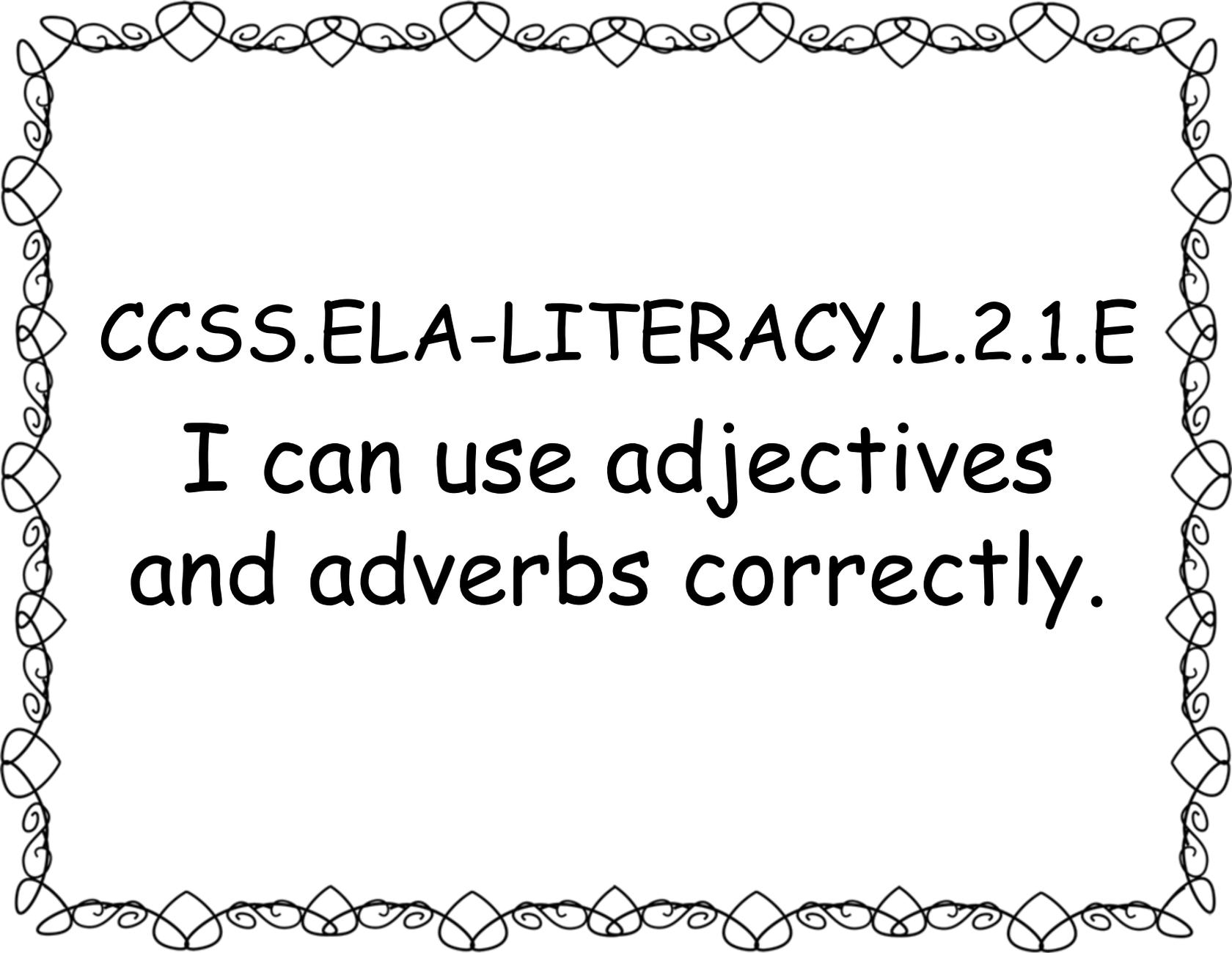
CCSS.ELA-LITERACY.L.2.1.C

I can use reflexive
pronouns (himself,
myself, ourselves).



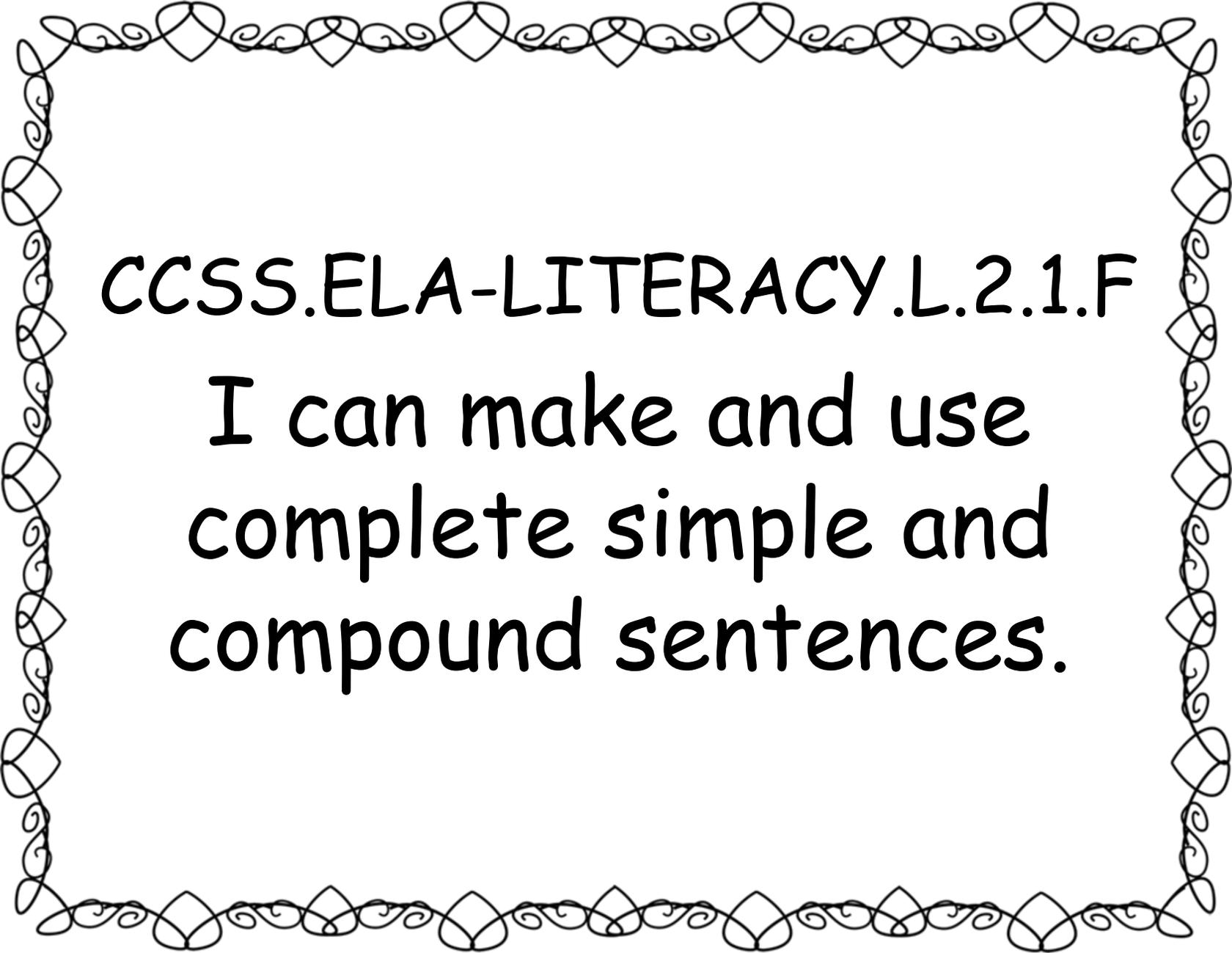
CCSS.ELA-LITERACY.L.2.1.D

I can make and use
common regular verbs
(sat, hid, told).

A decorative border made of repeating heart and scroll patterns surrounds the text.

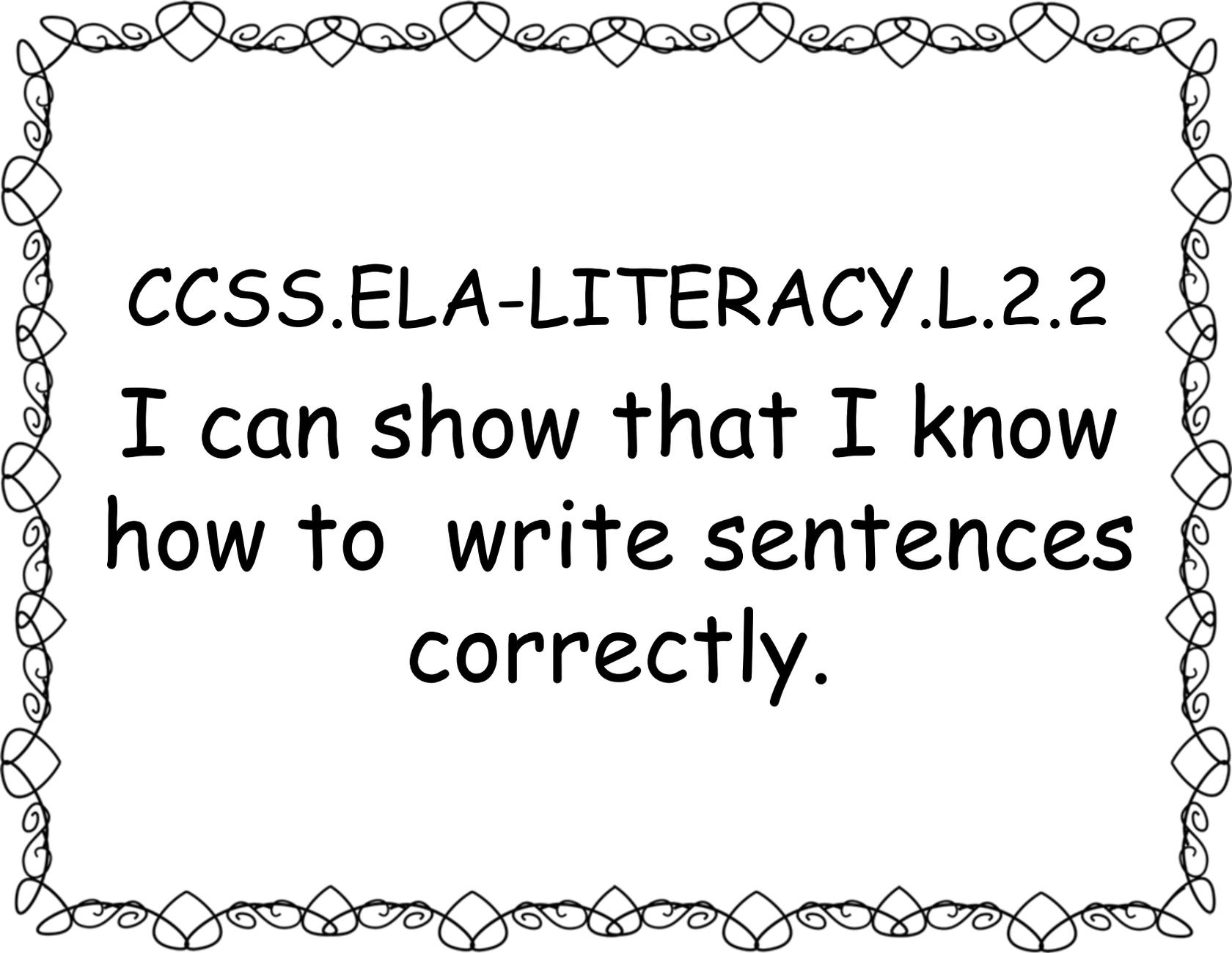
CCSS.ELA-LITERACY.L.2.1.E

I can use adjectives
and adverbs correctly.



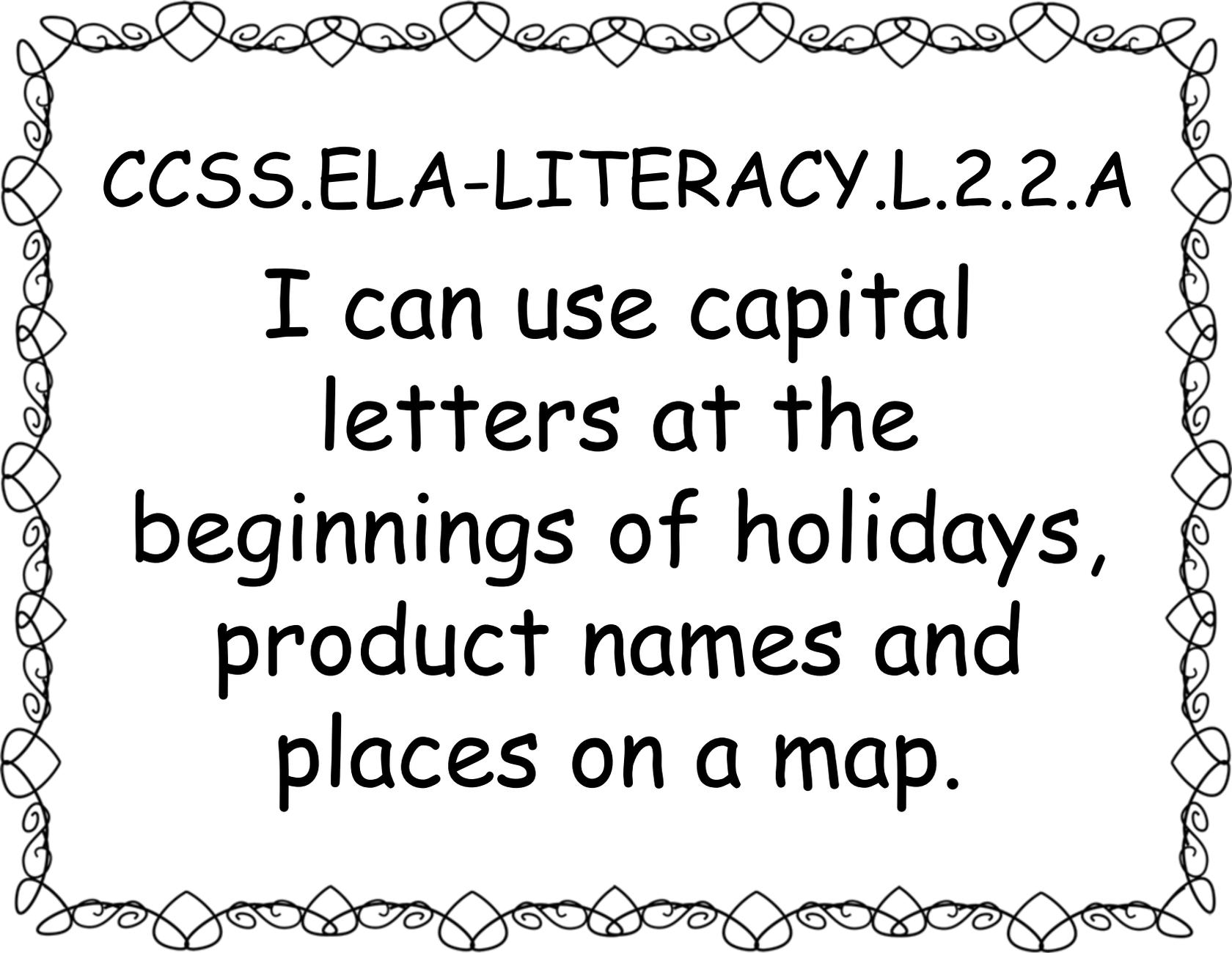
CCSS.ELA-LITERACY.L.2.1.F

I can make and use
complete simple and
compound sentences.

A decorative border made of repeating heart and scroll patterns surrounds the text.

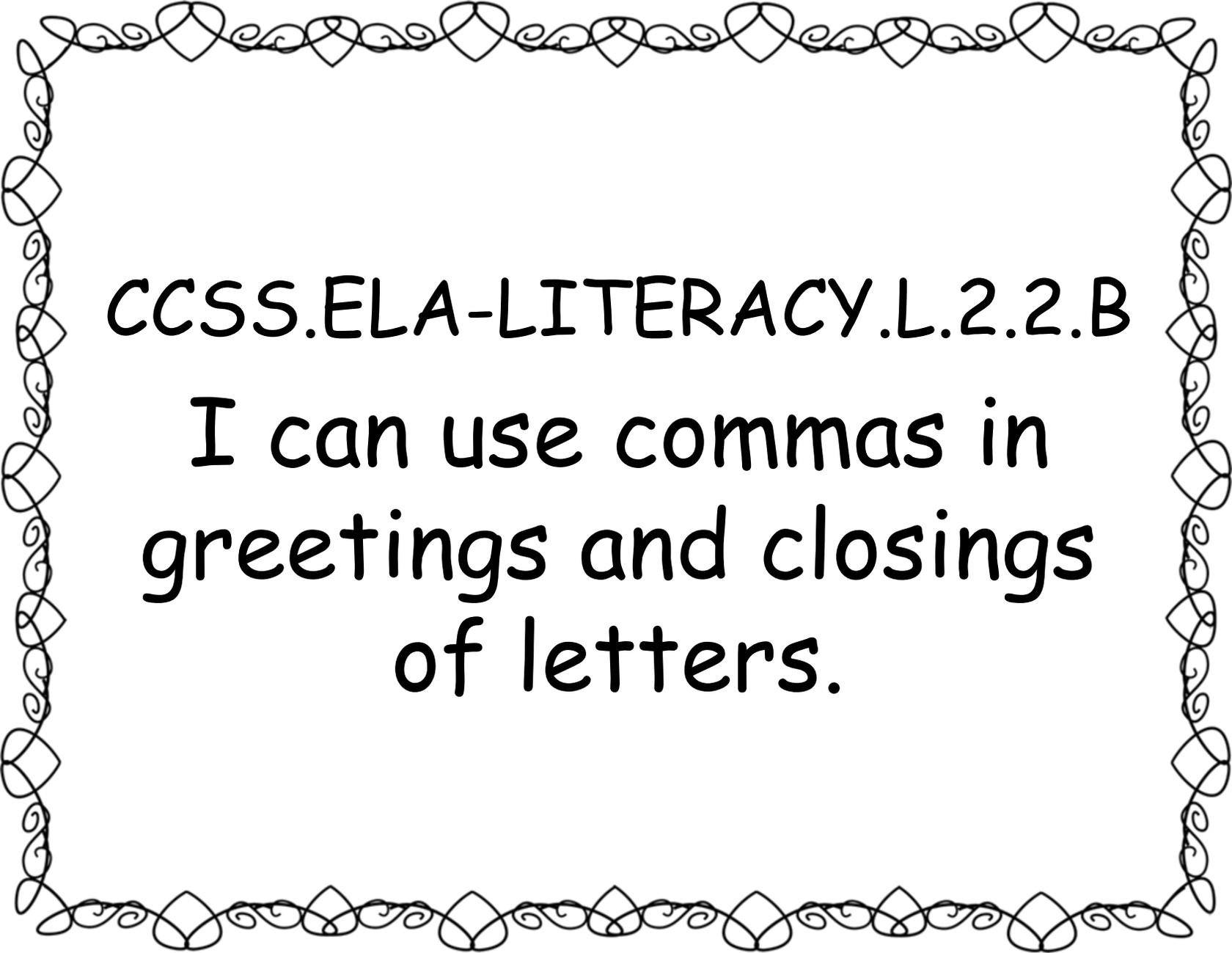
CCSS.ELA-LITERACY.L.2.2

I can show that I know
how to write sentences
correctly.



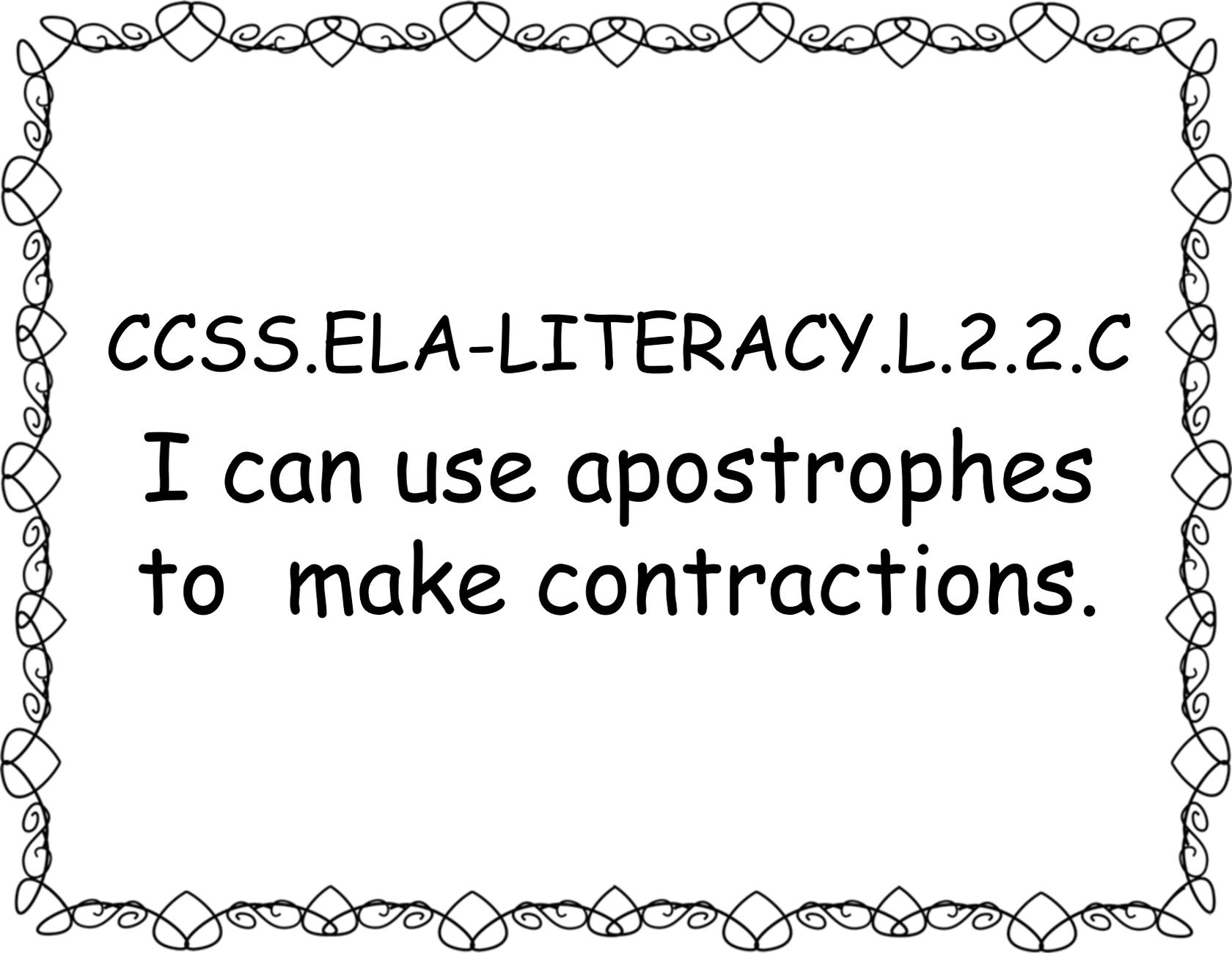
CCSS.ELA-LITERACY.L.2.2.A

I can use capital
letters at the
beginnings of holidays,
product names and
places on a map.

A decorative border made of a repeating pattern of interlocking loops and swirls, forming a rectangular frame around the text.

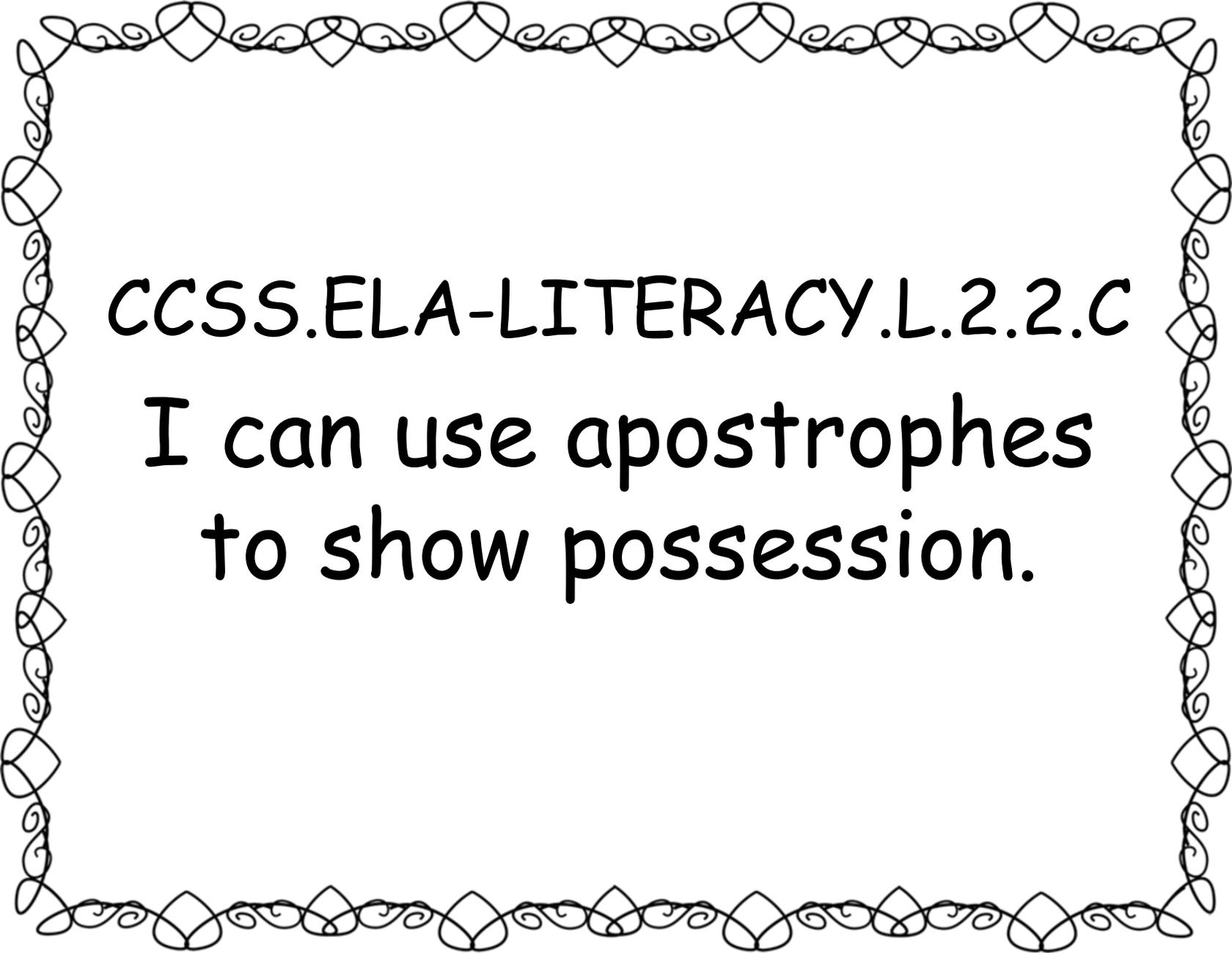
CCSS.ELA-LITERACY.L.2.2.B

I can use commas in
greetings and closings
of letters.

A decorative border made of repeating heart and scroll patterns surrounds the text.

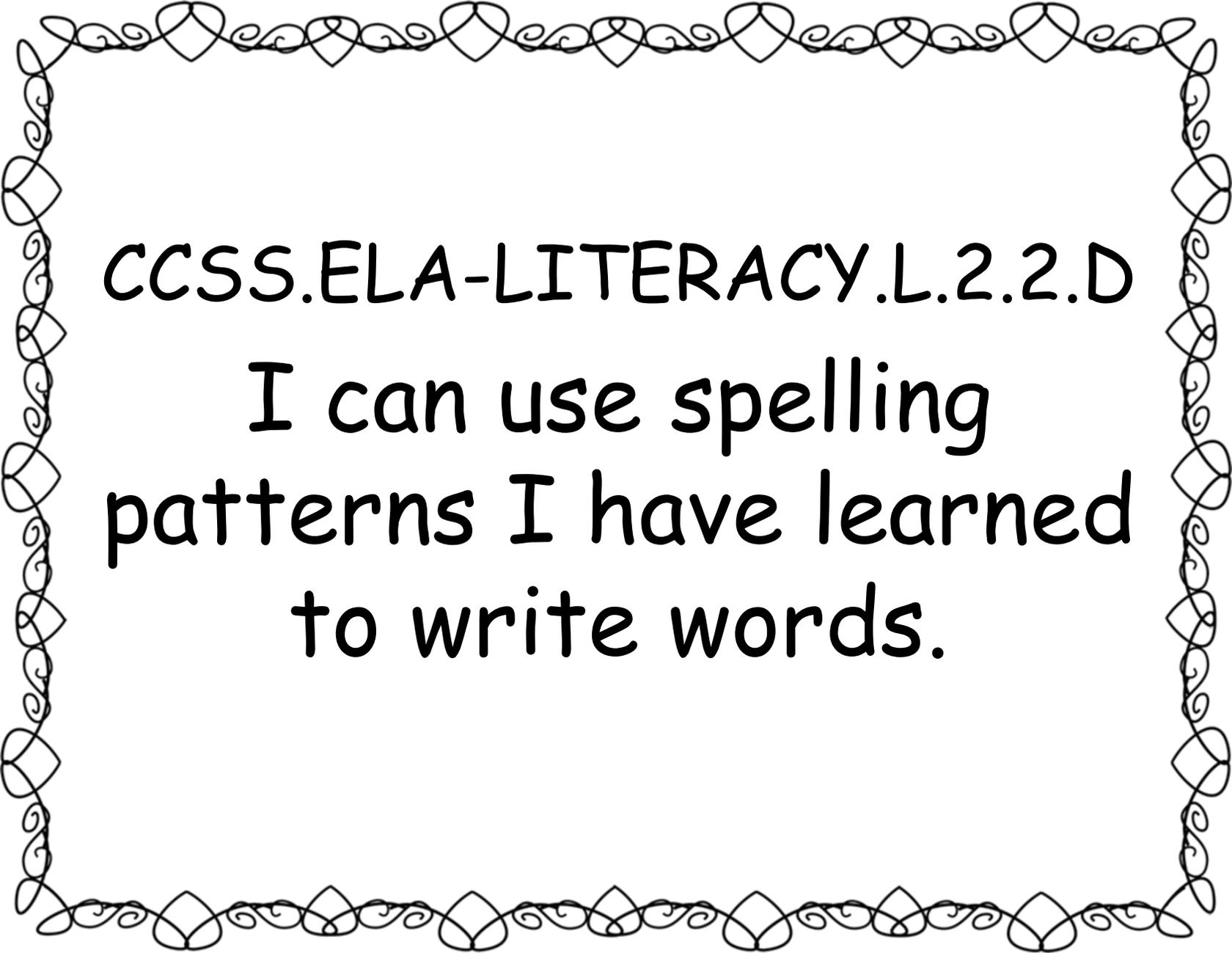
CCSS.ELA-LITERACY.L.2.2.C

I can use apostrophes
to make contractions.



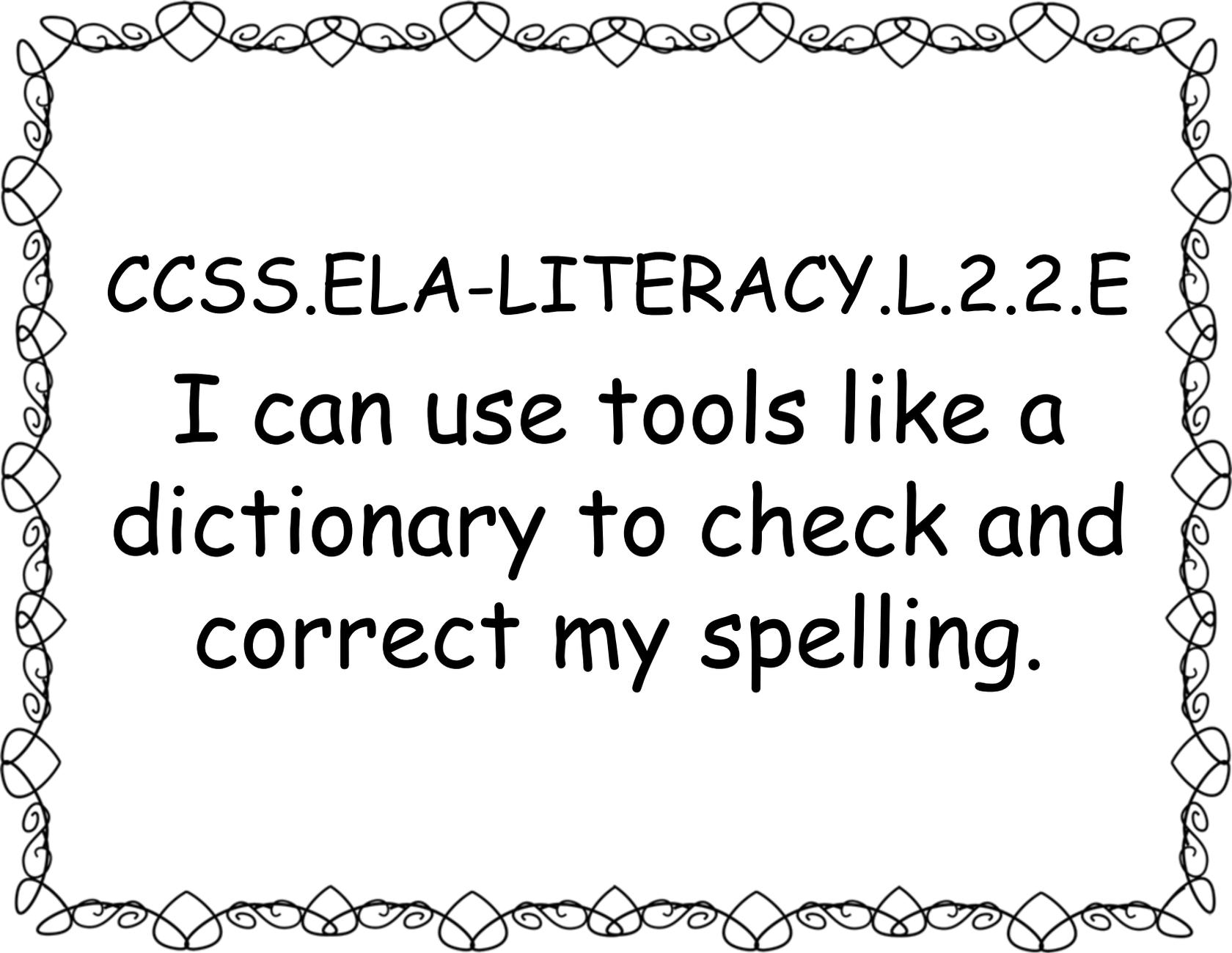
CCSS.ELA-LITERACY.L.2.2.C

I can use apostrophes
to show possession.

A decorative border made of repeating heart and scroll patterns surrounds the text.

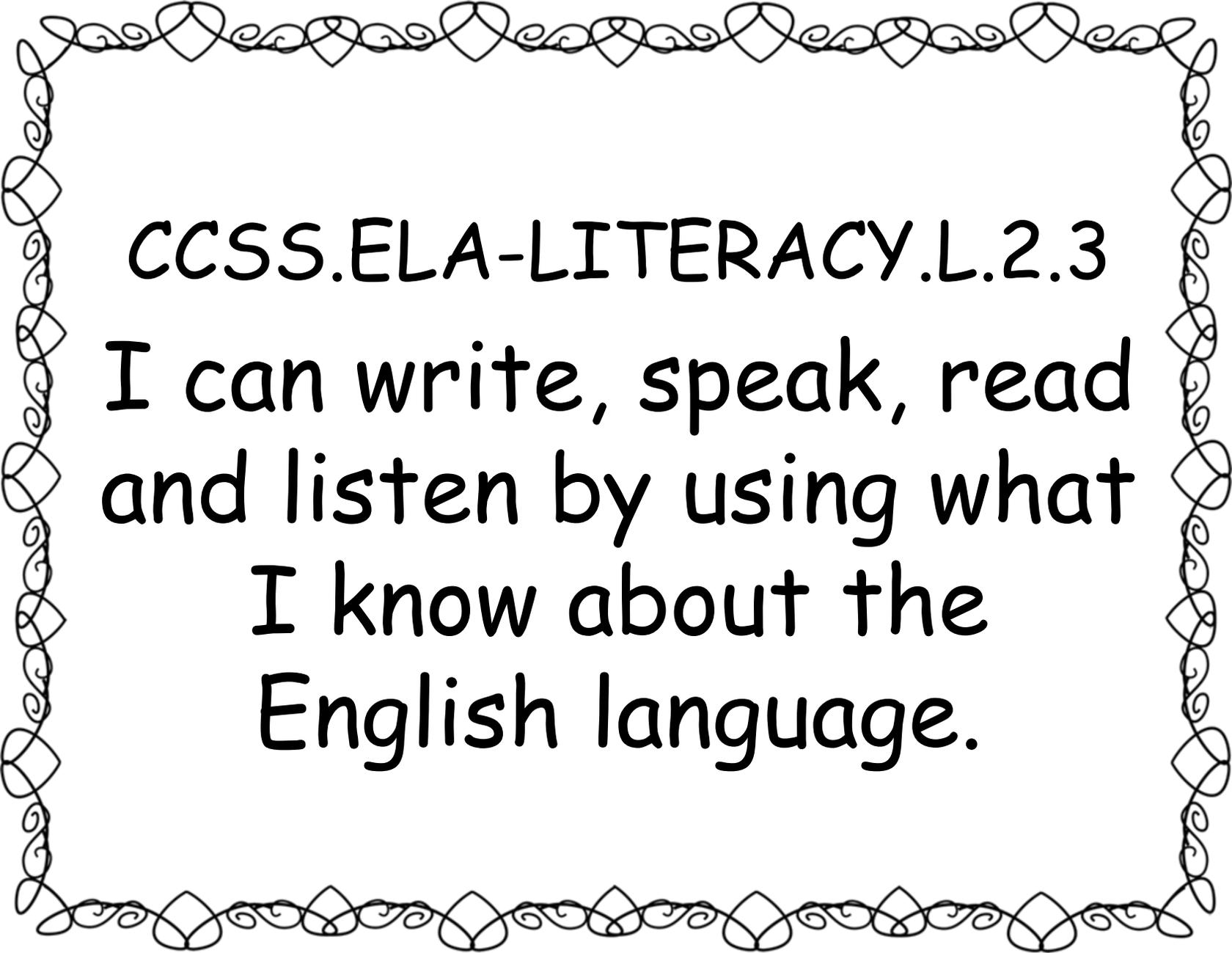
CCSS.ELA-LITERACY.L.2.2.D

I can use spelling
patterns I have learned
to write words.



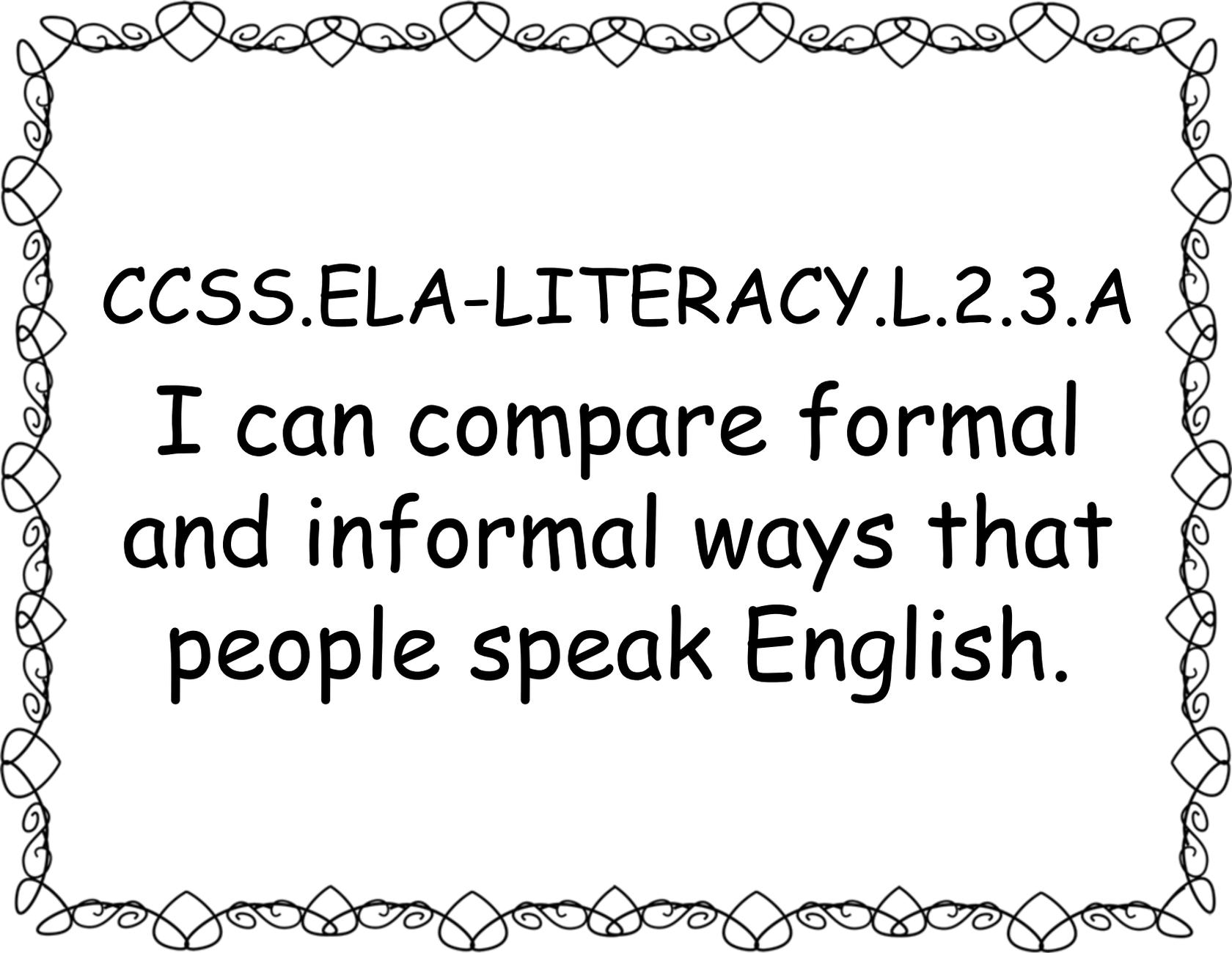
CCSS.ELA-LITERACY.L.2.2.E

I can use tools like a
dictionary to check and
correct my spelling.



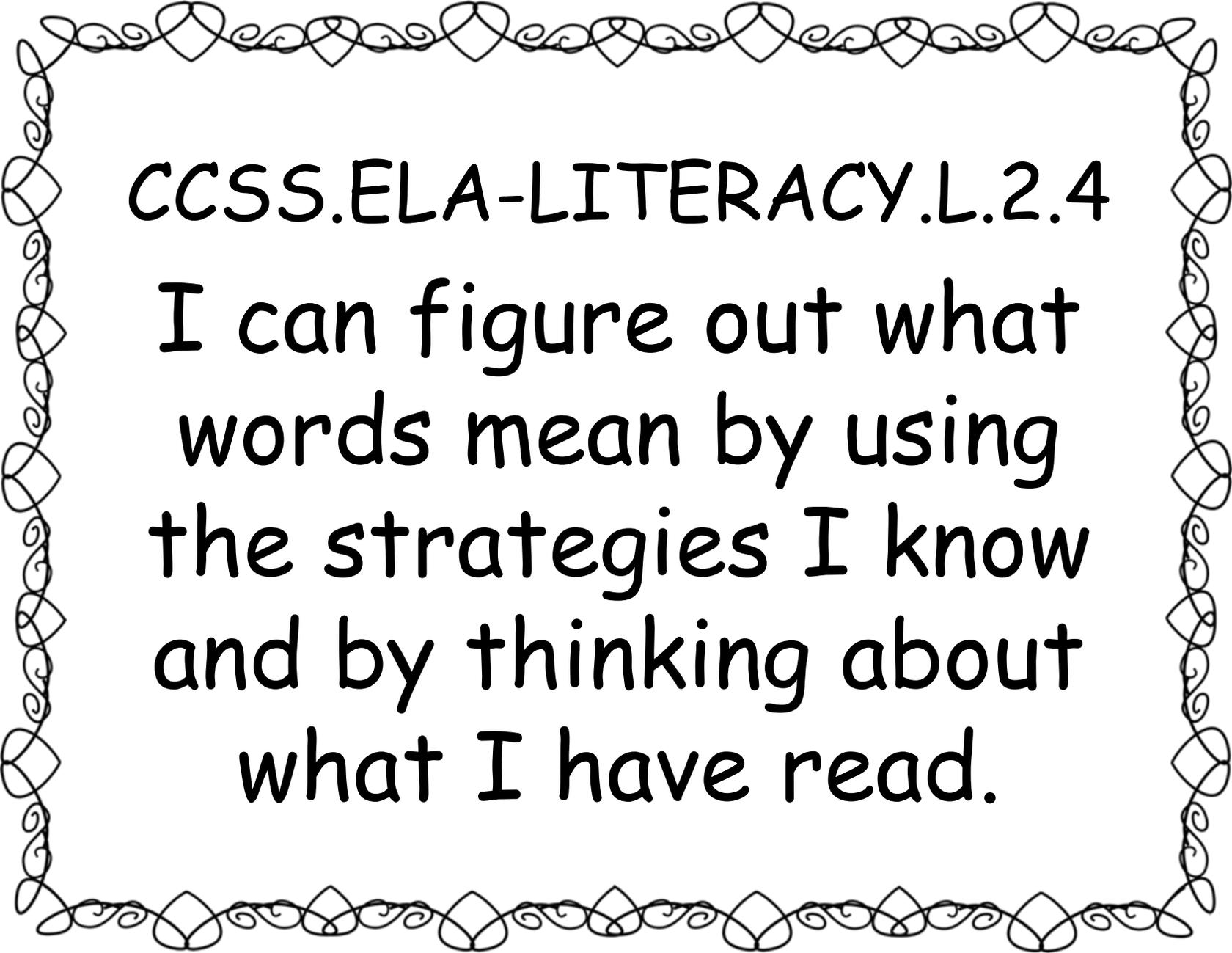
CCSS.ELA-LITERACY.L.2.3

I can write, speak, read
and listen by using what
I know about the
English language.



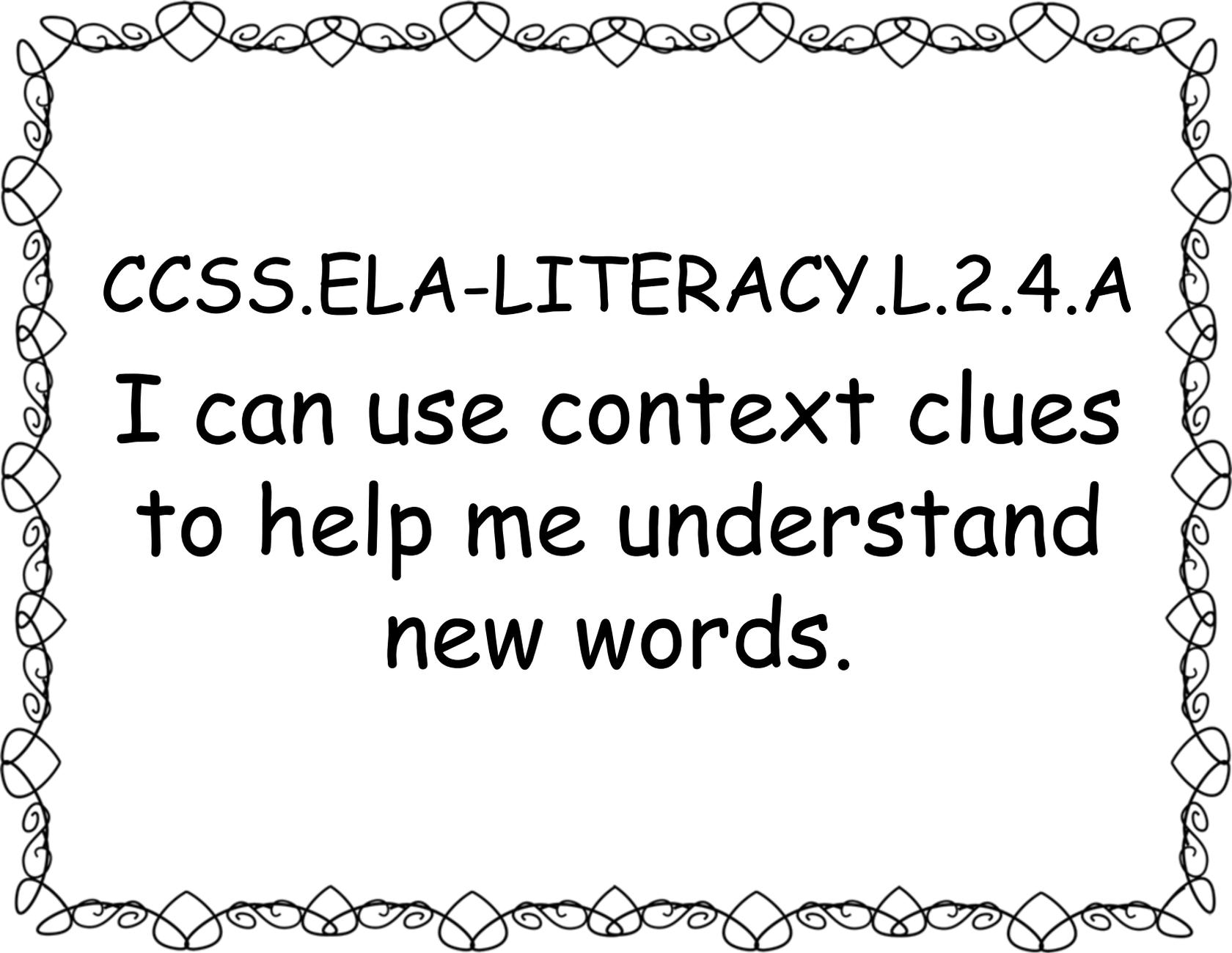
CCSS.ELA-LITERACY.L.2.3.A

I can compare formal
and informal ways that
people speak English.



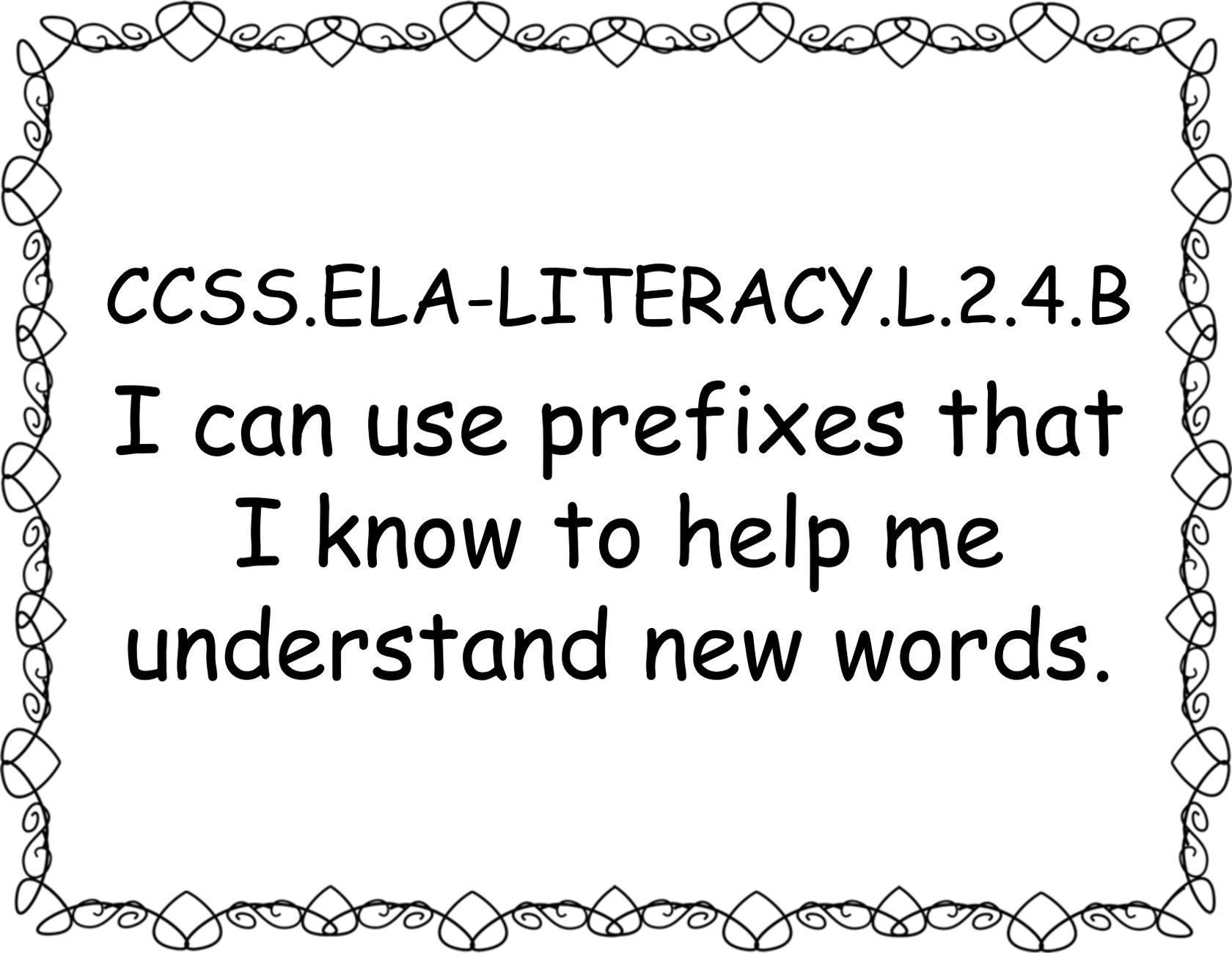
CCSS.ELA-LITERACY.L.2.4

I can figure out what words mean by using the strategies I know and by thinking about what I have read.

A decorative border made of repeating heart and scroll patterns surrounds the text.

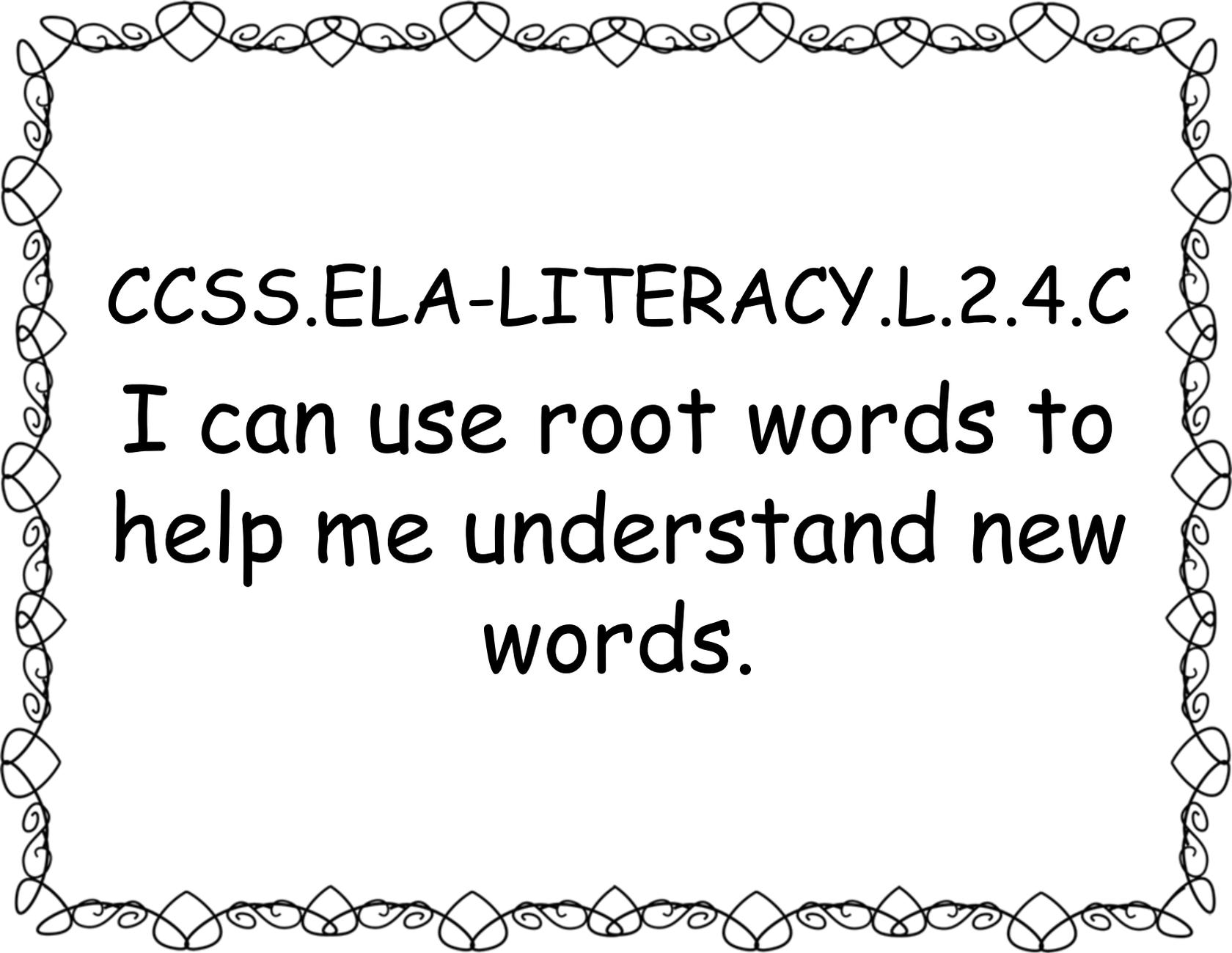
CCSS.ELA-LITERACY.L.2.4.A

I can use context clues
to help me understand
new words.



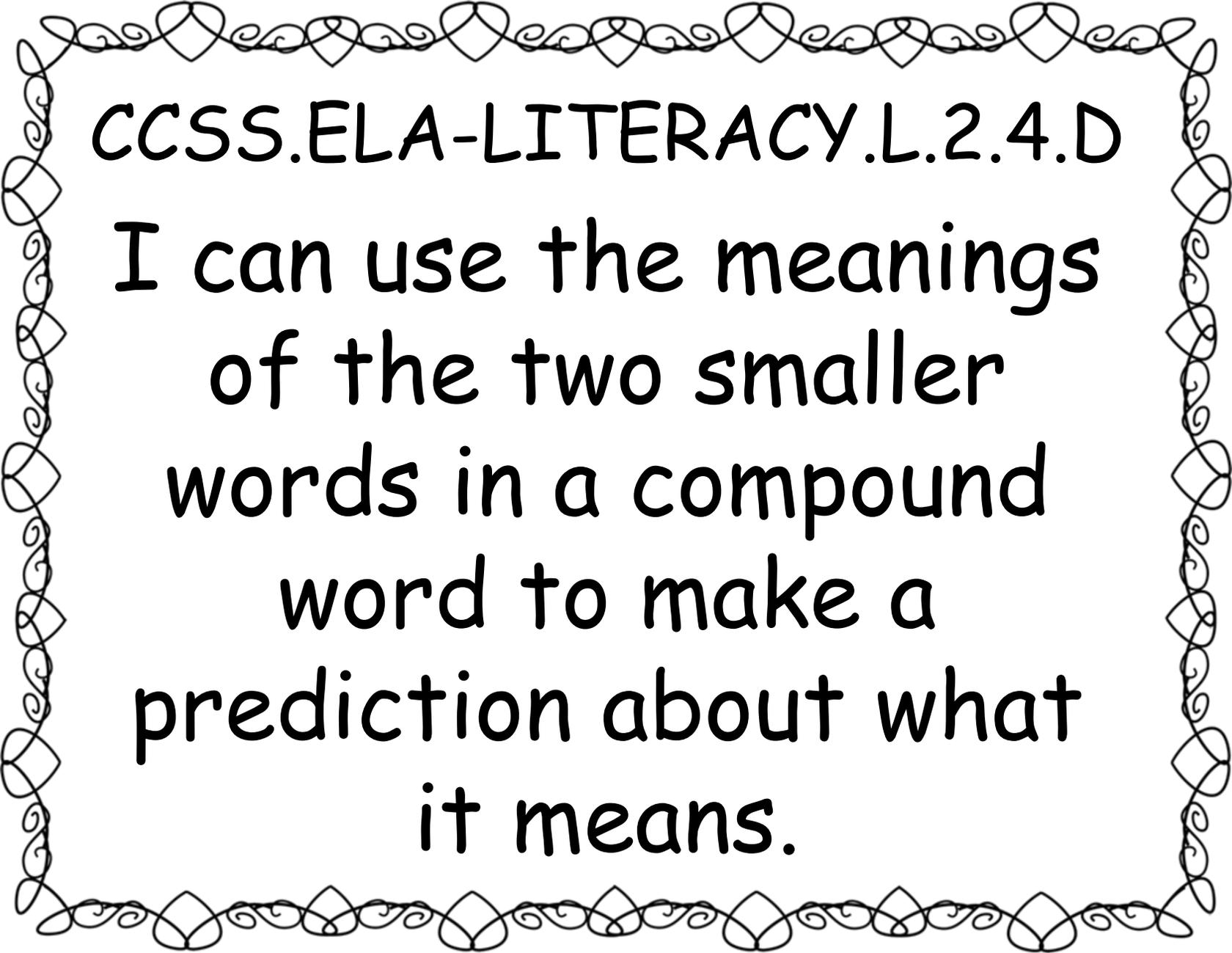
CCSS.ELA-LITERACY.L.2.4.B

I can use prefixes that
I know to help me
understand new words.



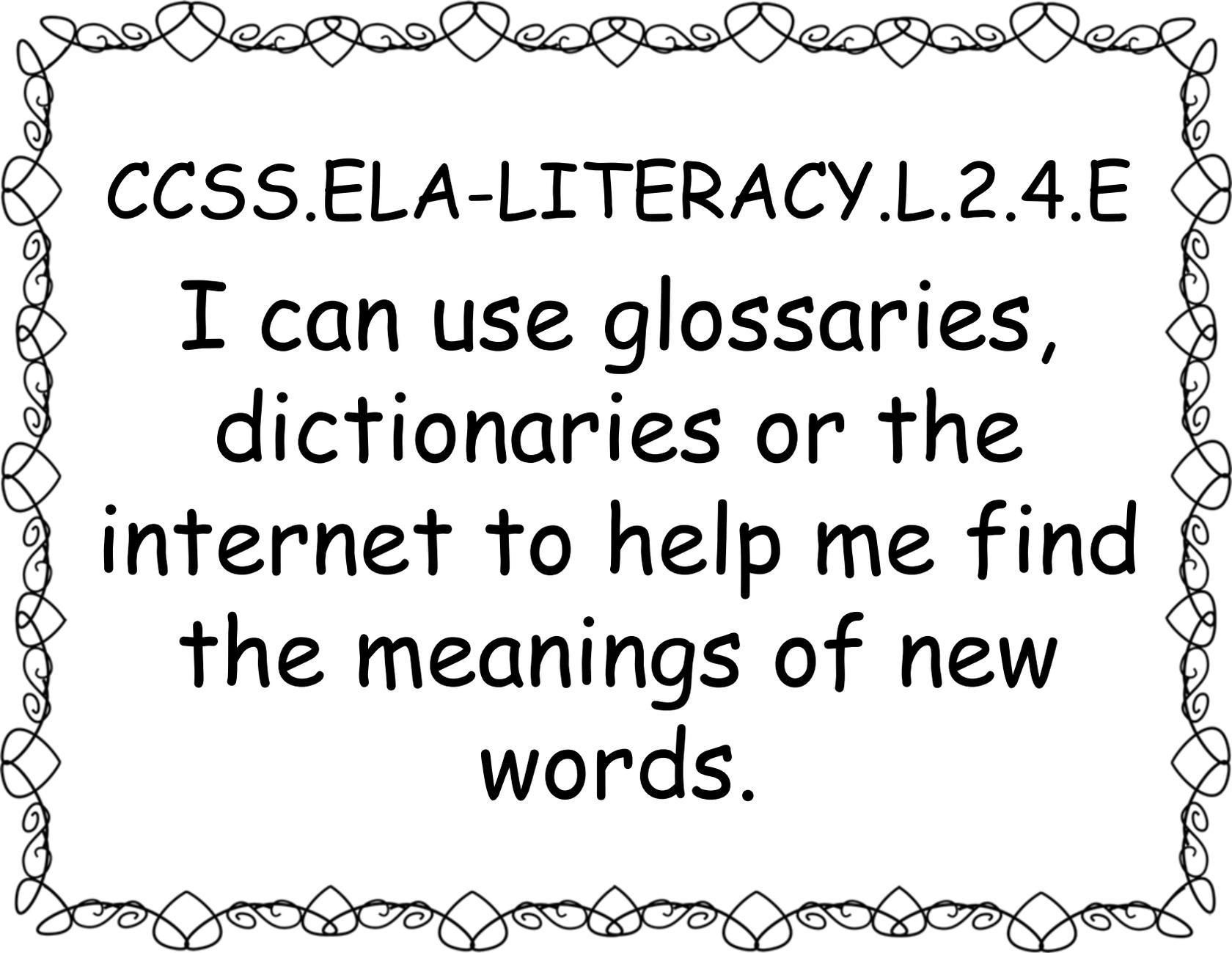
CCSS.ELA-LITERACY.L.2.4.C

I can use root words to
help me understand new
words.



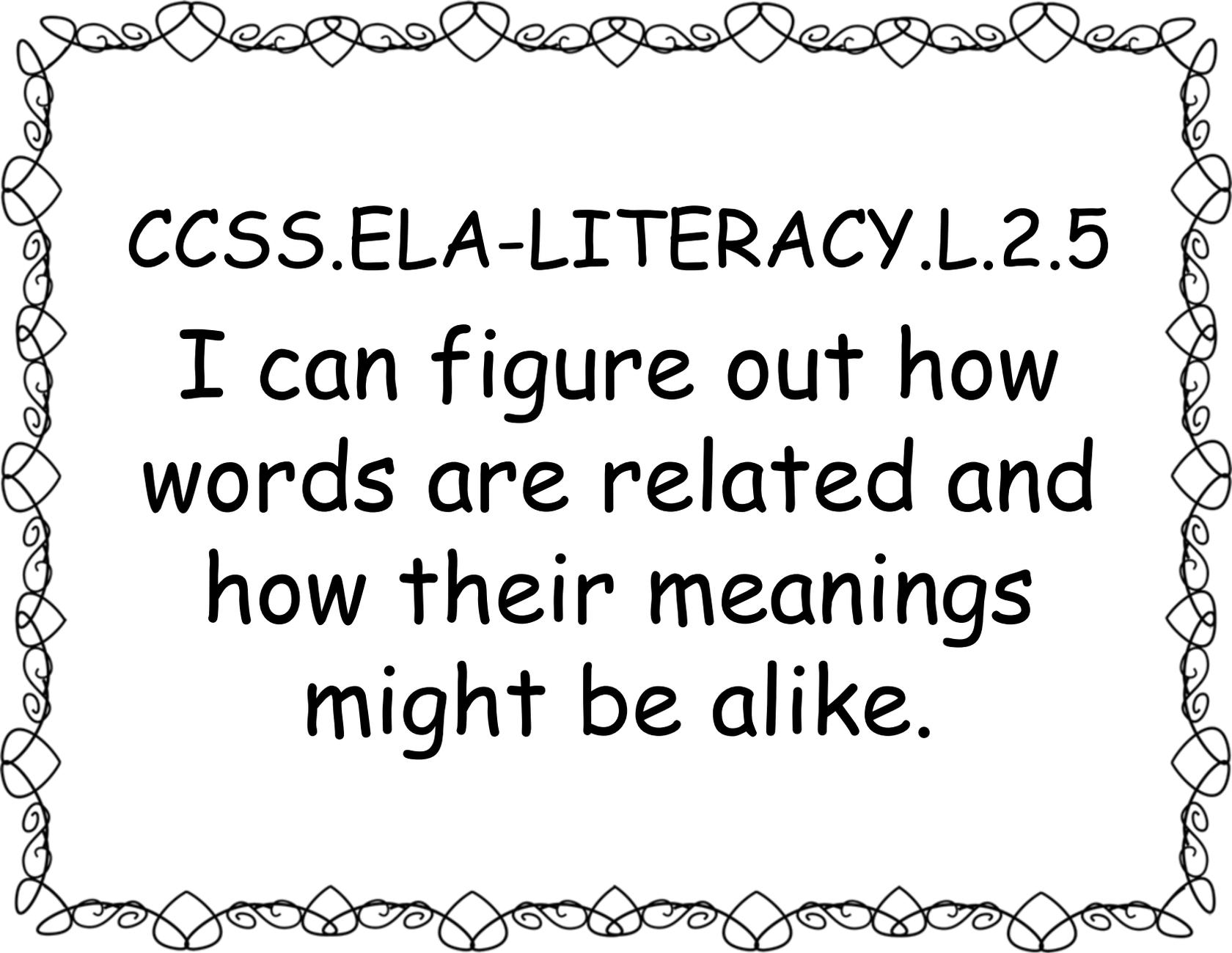
CCSS.ELA-LITERACY.L.2.4.D

I can use the meanings
of the two smaller
words in a compound
word to make a
prediction about what
it means.



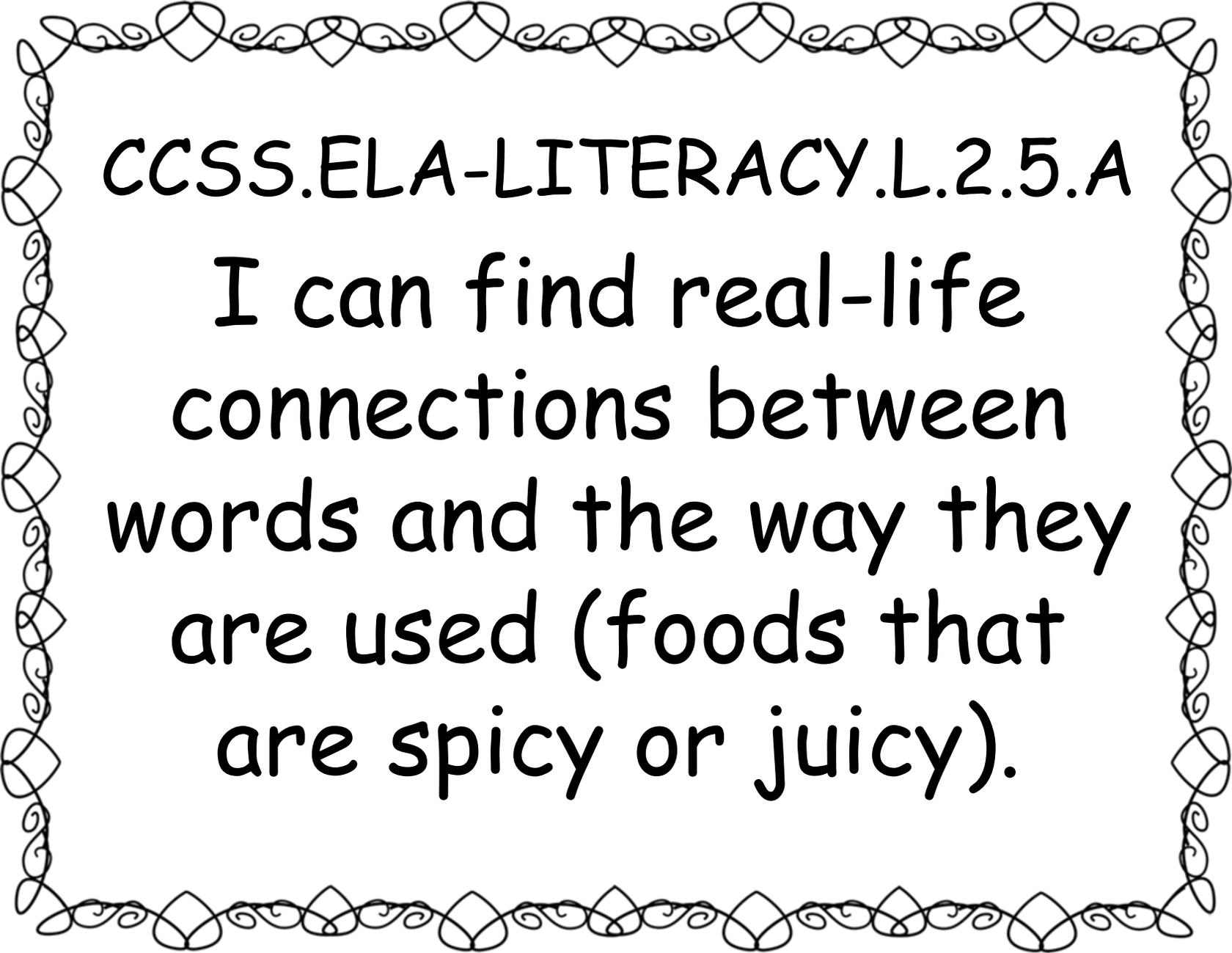
CCSS.ELA-LITERACY.L.2.4.E

I can use glossaries,
dictionaries or the
internet to help me find
the meanings of new
words.



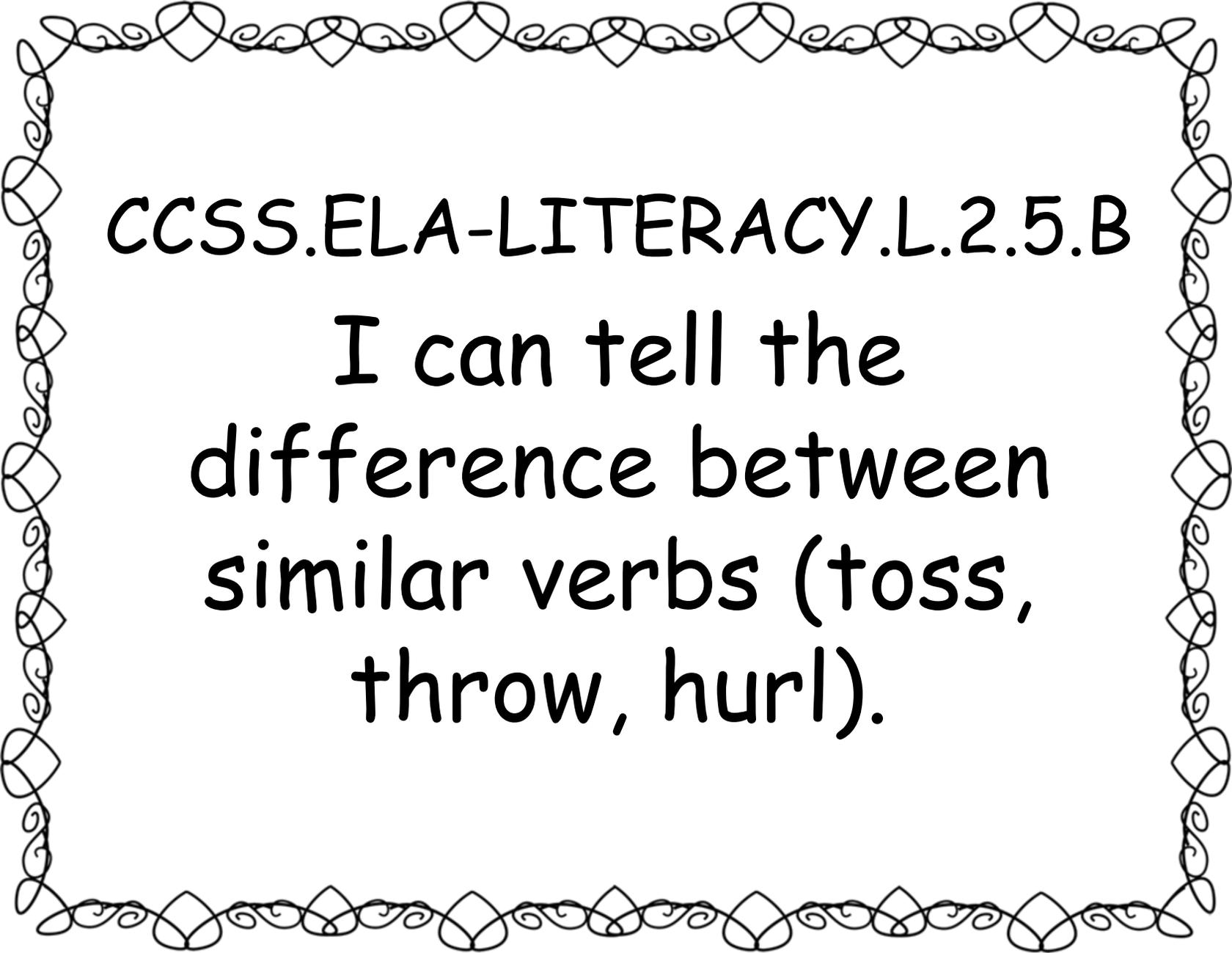
CCSS.ELA-LITERACY.L.2.5

I can figure out how
words are related and
how their meanings
might be alike.



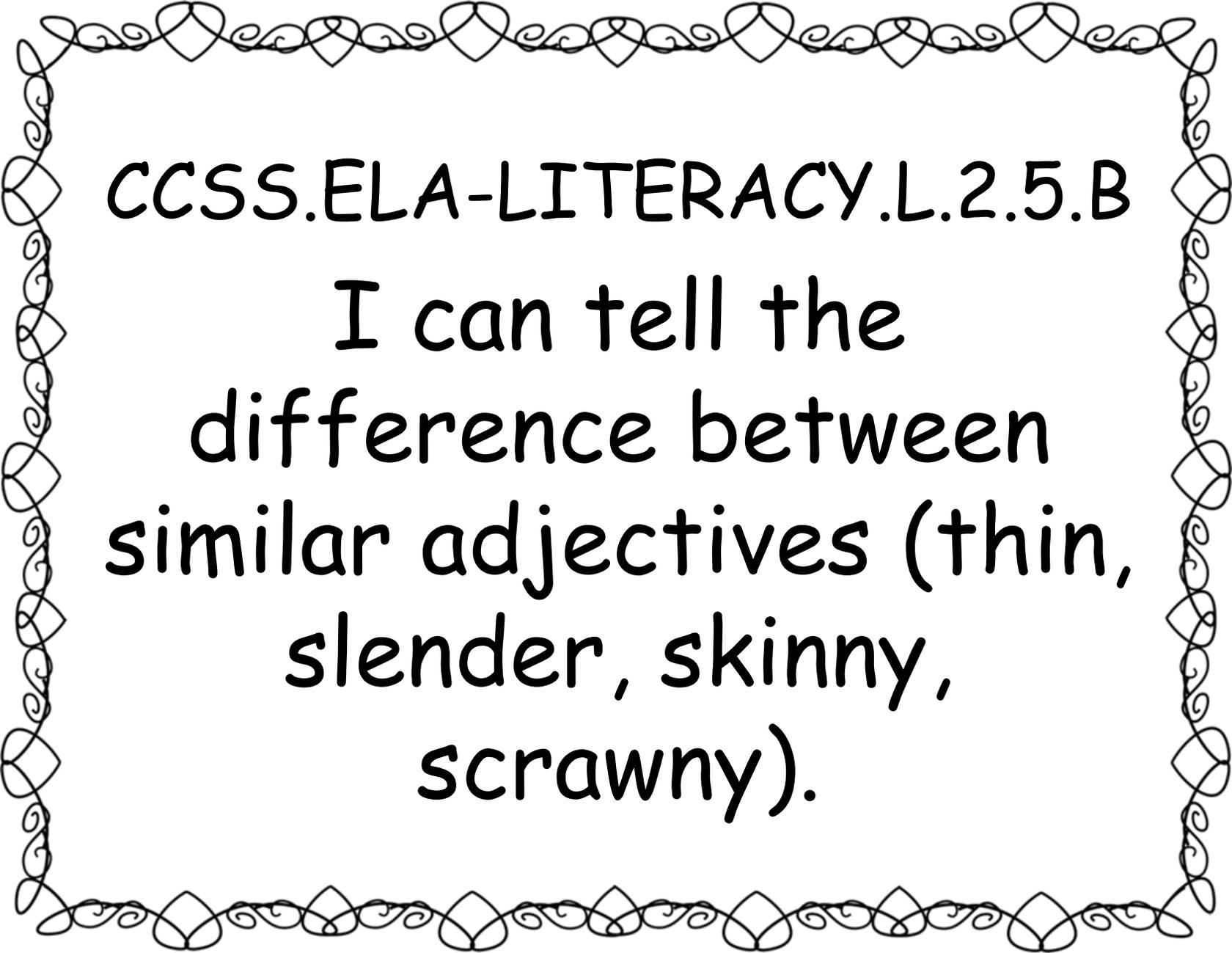
CCSS.ELA-LITERACY.L.2.5.A

I can find real-life connections between words and the way they are used (foods that are spicy or juicy).



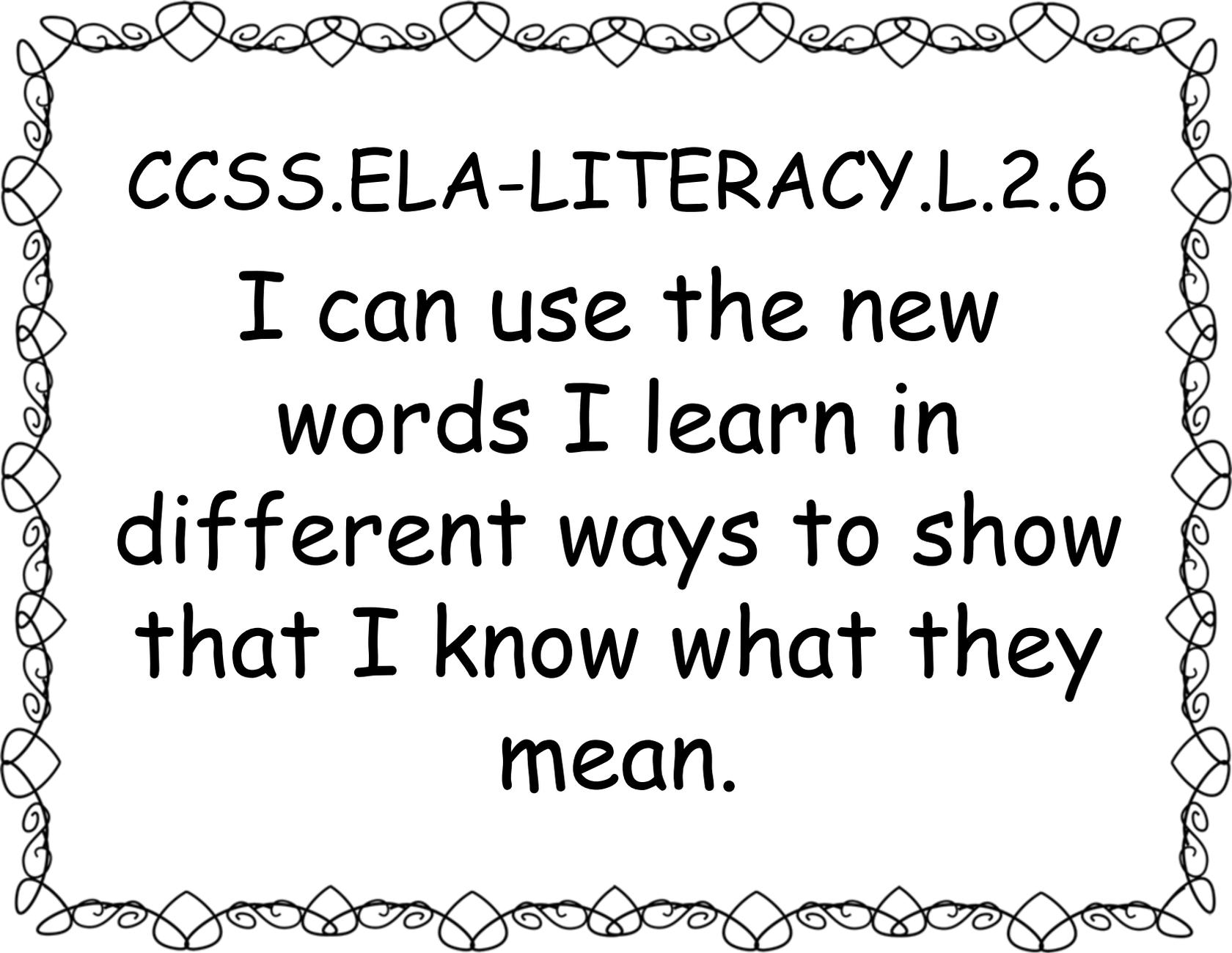
CCSS.ELA-LITERACY.L.2.5.B

I can tell the
difference between
similar verbs (toss,
throw, hurl).



CCSS.ELA-LITERACY.L.2.5.B

I can tell the
difference between
similar adjectives (thin,
slender, skinny,
scrawny).



CCSS.ELA-LITERACY.L.2.6

I can use the new
words I learn in
different ways to show
that I know what they
mean.