

2<sup>nd</sup> Grade Reading  
Foundational Skills  
CCSS "I Can"  
Statements

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

CCSS.ELA-Literacy.RF.2.3

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

A decorative rectangular border with a repeating pattern of stylized, interlocking loops and swirls, resembling a chain-link fence or a similar geometric design.

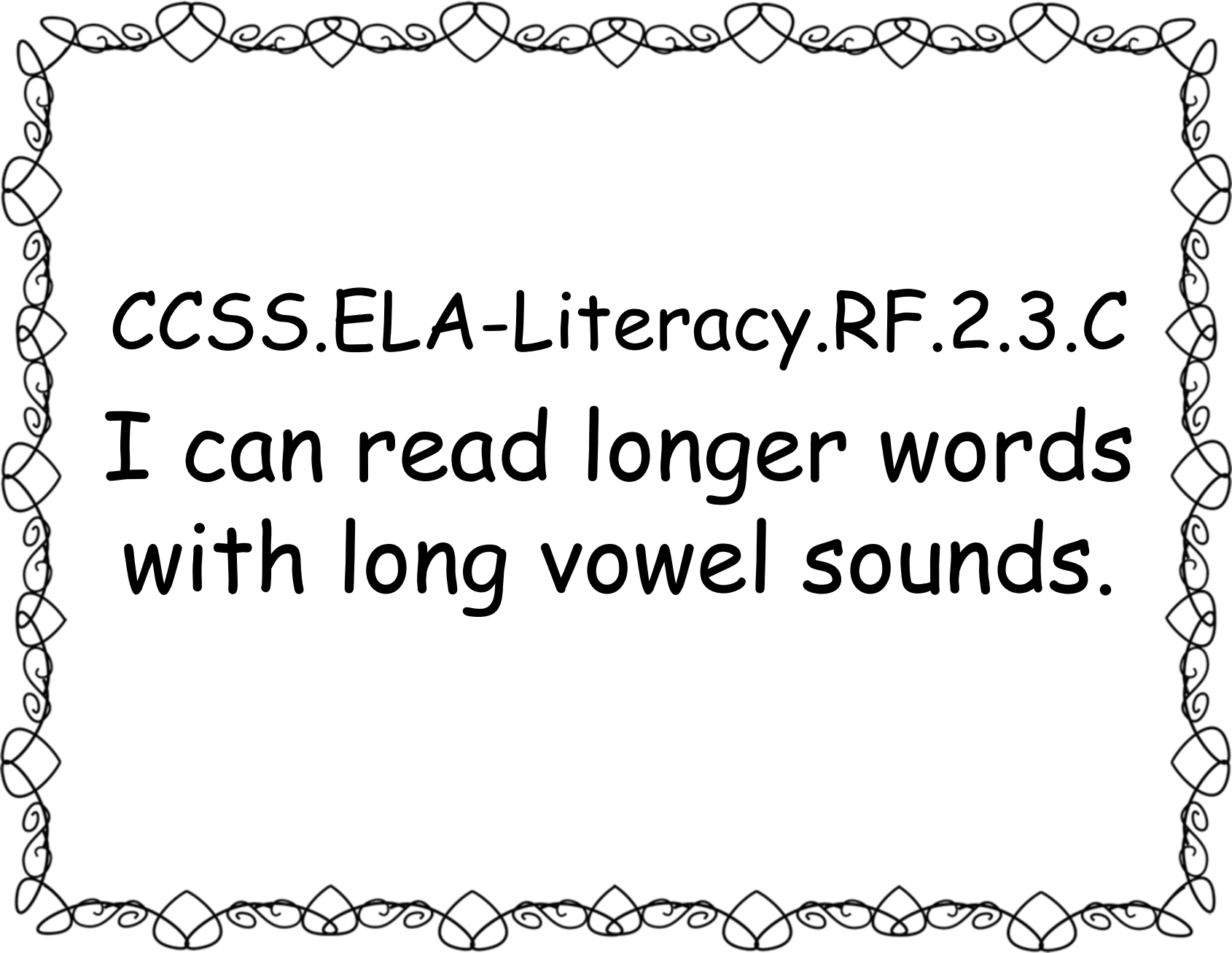
CCSS.ELA-Literacy.RF.2.3.A

I can read long and  
short vowels correctly  
in words.

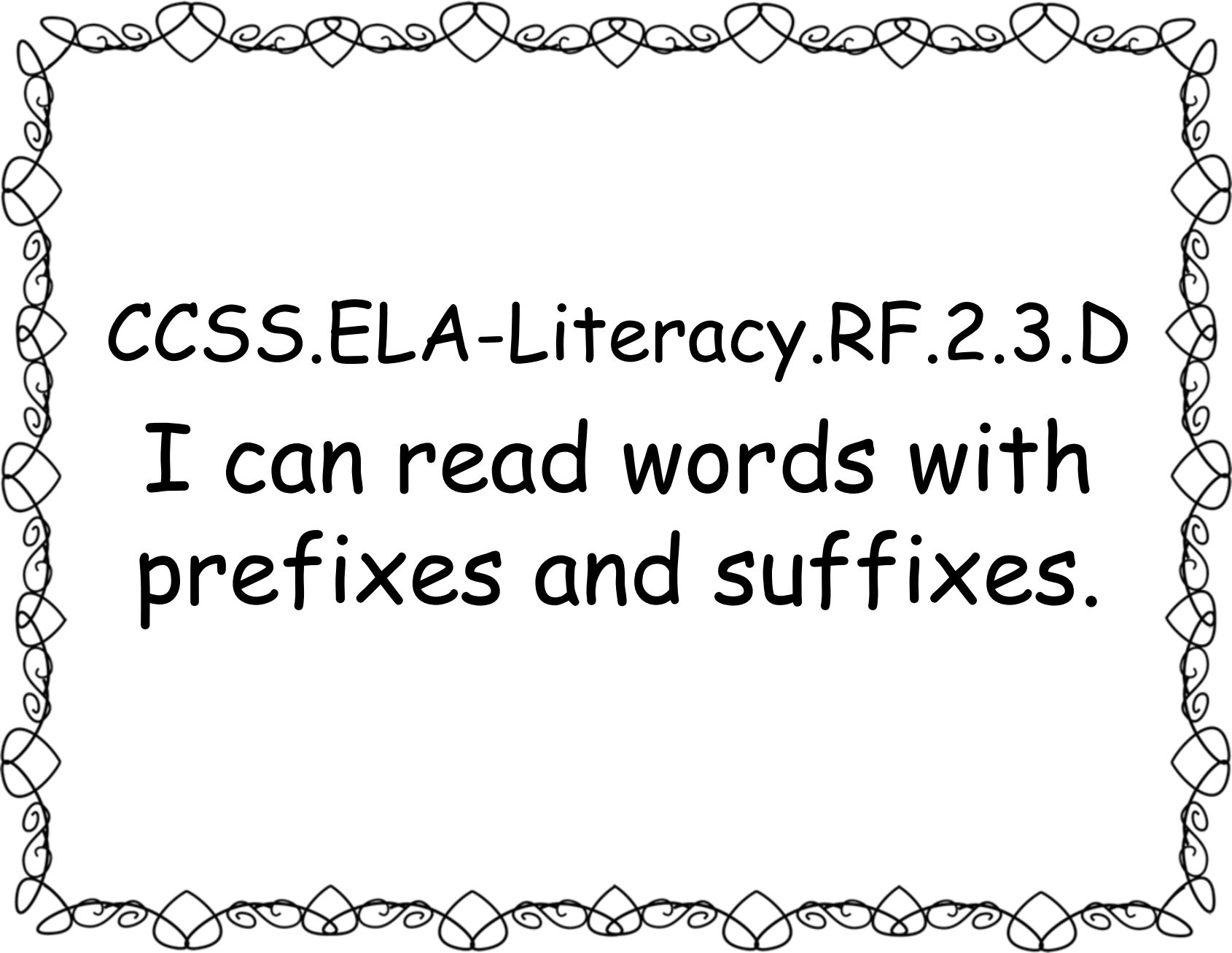
A decorative rectangular border with a repeating pattern of interlocking loops and swirls, resembling a stylized floral or vine motif.

CCSS.ELA-Literacy.RF.2.3.B

I can spell and read  
vowel teams.

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

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



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



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

CCSS.ELA-Literacy.RF.2.4

I can read and  
understand books at my  
level well.

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

CCSS.ELA-Literacy.RF.2.4.A

I can read and  
understand second  
grade books.



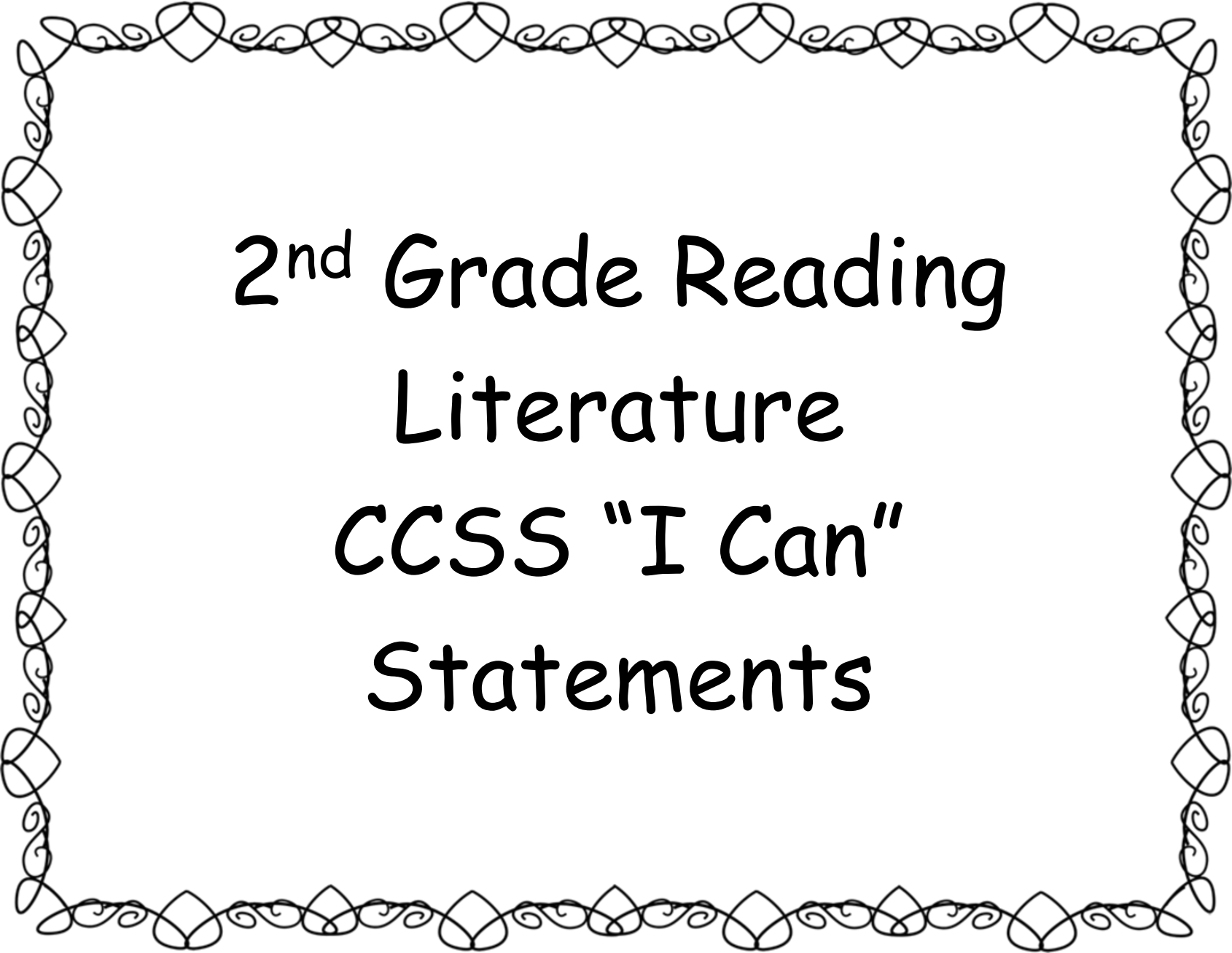
CCSS.ELA-Literacy.RF.2.4.B

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.



2<sup>nd</sup> 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.



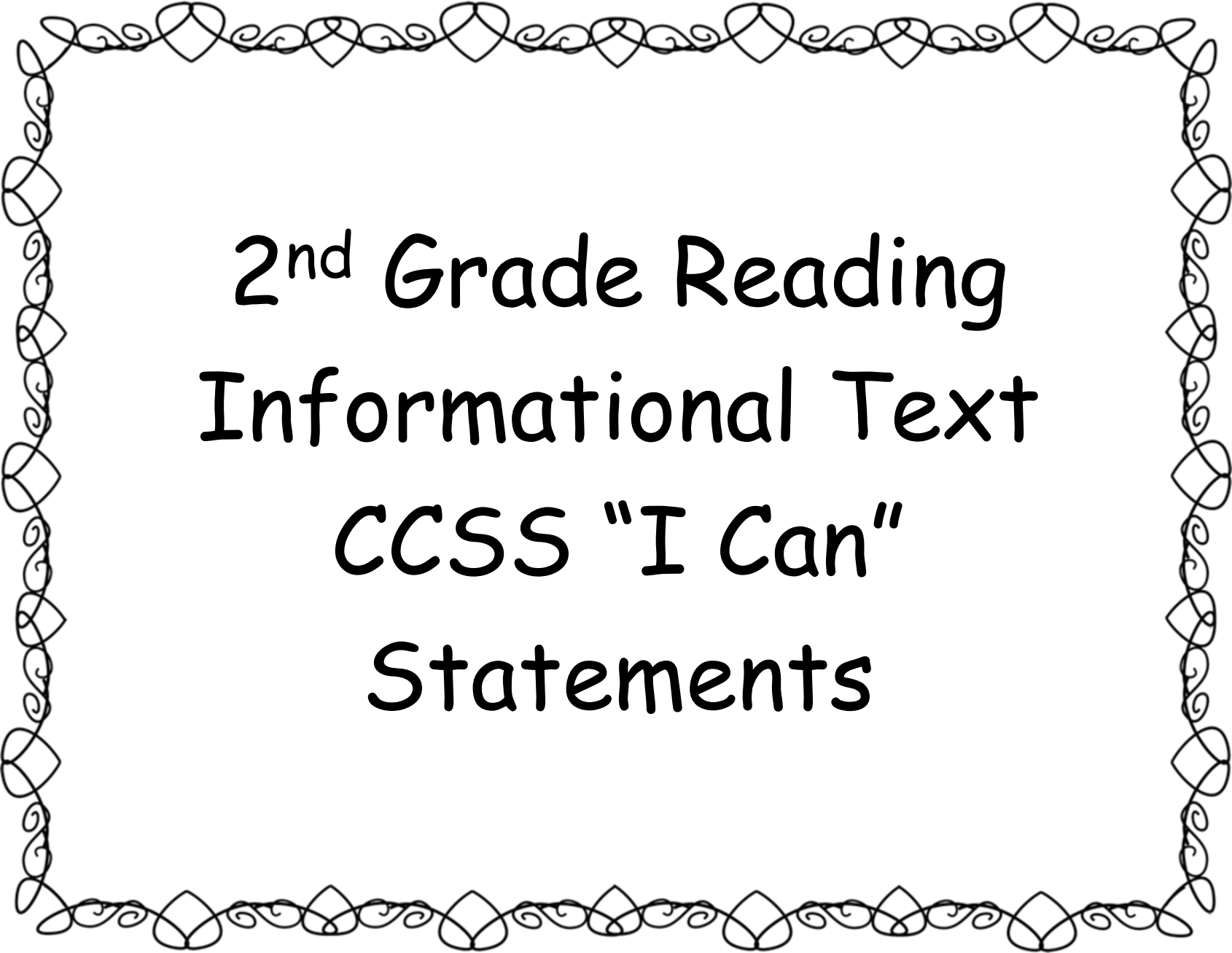
CCSS.ELA-LITERACY.RL.2.9

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.



2<sup>nd</sup> 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.



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.



CCSS.ELA-LITERACY.RI.2.6

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



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.



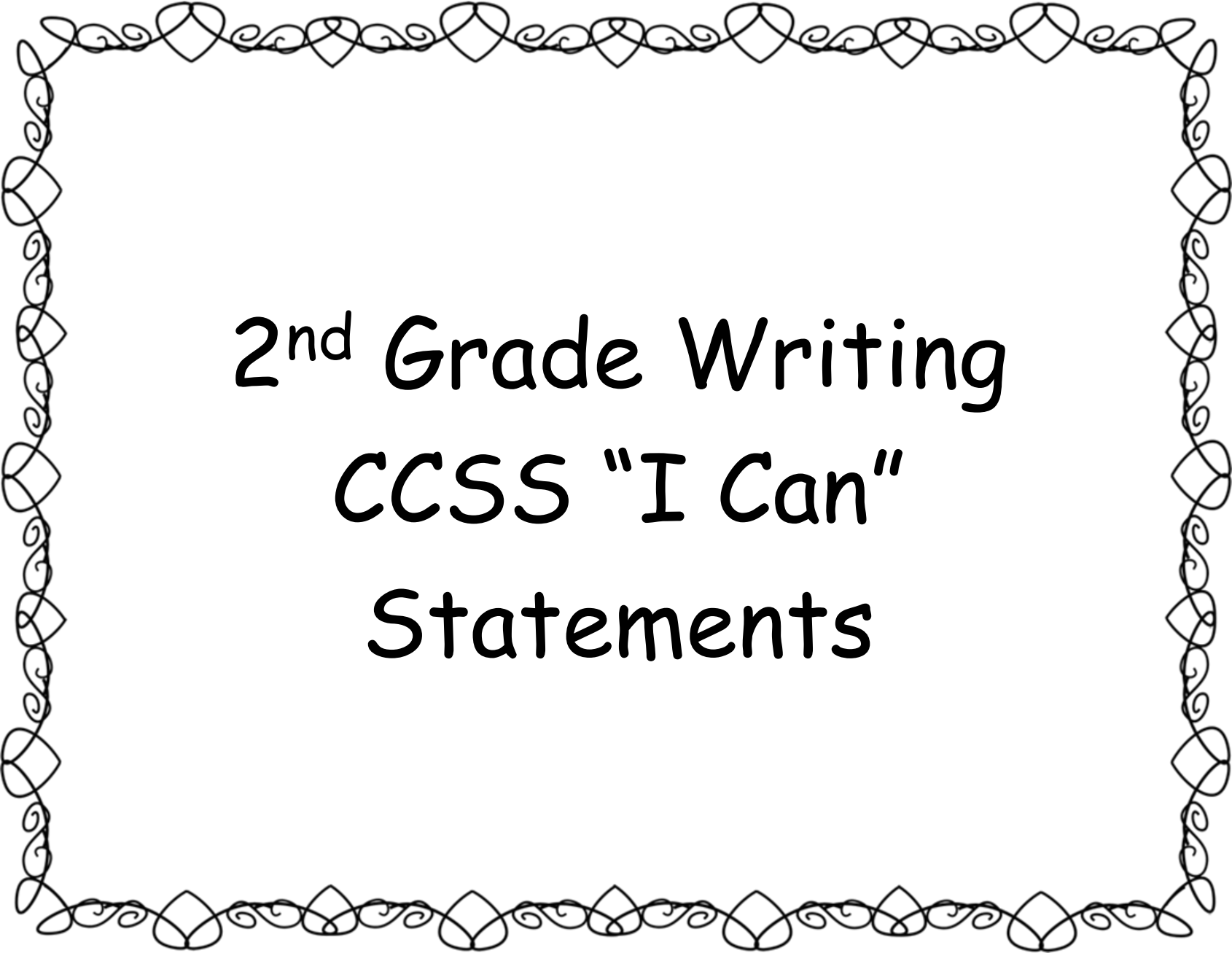
CCSS.ELA-LITERACY.RI.2.9

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.

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

2<sup>nd</sup> 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.



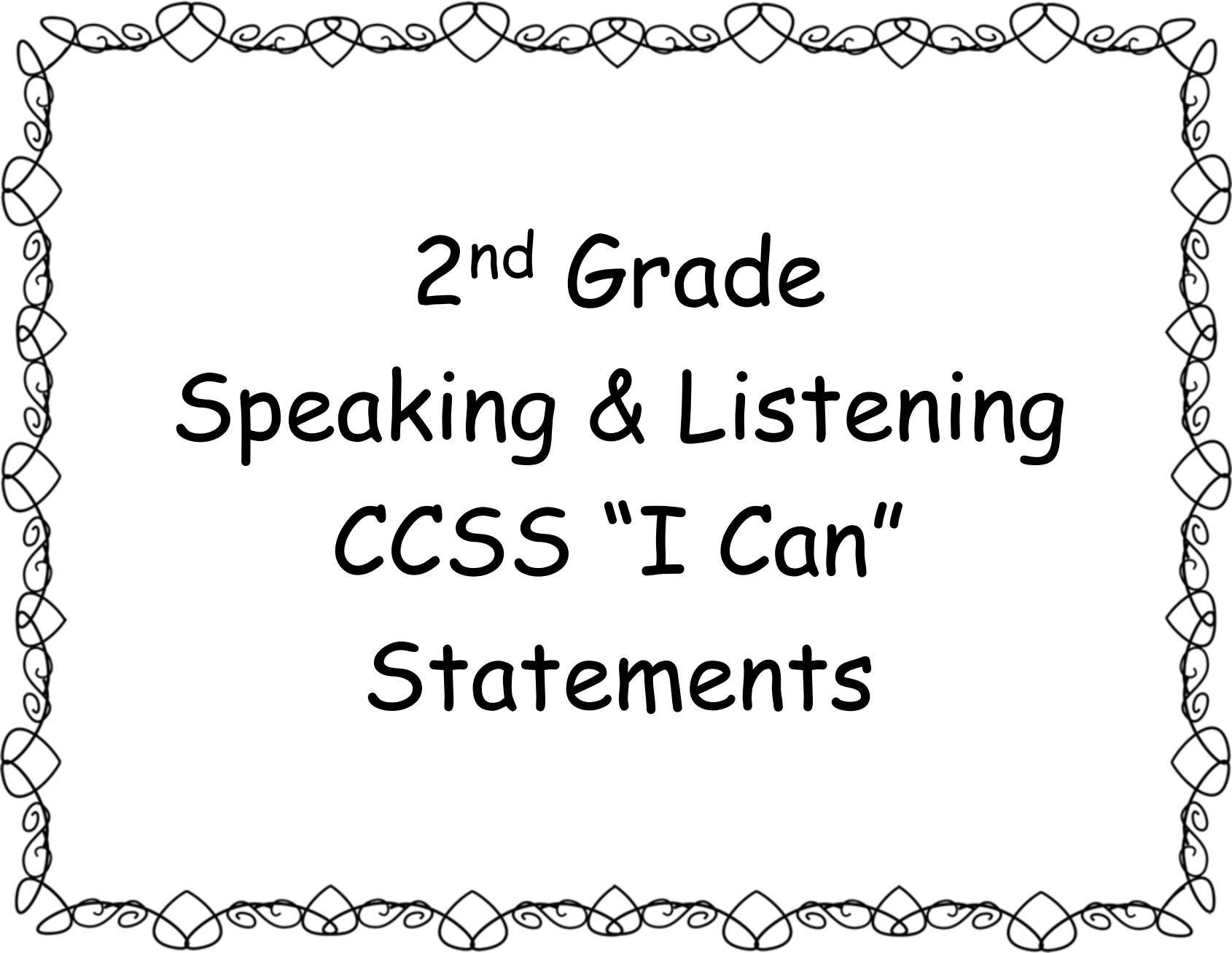
CCSS.ELA-LITERACY.W.2.7

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.



2<sup>nd</sup> 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.

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

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.



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

2<sup>nd</sup> 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 a repeating pattern of interlocking loops and swirls, forming a rectangular frame around 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).



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.

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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.