

I can understand how
text is supposed to be
read.

RF

RF.2.3

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

RF.2.3A

I can read long and short
vowels correctly in words.

RF.2.3B

I can spell and read vowel
teams.

RF.2.3C

I can read longer words with
long vowel sounds.

RF.2.3D

I can read words with prefixes
and suffixes.

RF.2.3E

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

RF.2.3F

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

RF.2.4

I can read and understand books at my level well.

RF.2.4A

I can read and understand
second grade books.

RF.2.4B

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

RF.2.4C

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

I can read, understand
and tell about fiction.

RL

RL.2.1

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

RL.2.2

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

RL.2.3

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

RL.2.4

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

RL.2.5

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

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.

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.

RL.2.9

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

RL.2.10

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

I can read, understand and tell about nonfiction.

RI

RI.2.1

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

RI.2.2

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

RI.2.3

I can make connections between different events in history.

RI.2.3

I can make connections between different science ideas.

RI.2.4

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

RI.2.5

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

RI.2.6

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

RI.2.7

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

RI.2.8

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

RI.2.9

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

RI.2.10

I can read and understand second grade nonfiction by myself.

I can write different types of writing for different reasons.

W

W.2.1

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

W.2.2

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

W.2.3

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

I can make my writing better and get it ready for others to read.

W.2.5

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

W.2.6

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

I can research topics with
my class to help us write
about them.

W.2.7

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

W.2.8

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

I can have and understand conversations with all kinds of people.

SL.2.1

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

SL.2.1A

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

SL.2.1B

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

SL.2.1C

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

SL.2.2

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

SL.2.3

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

I can share my ideas and
what I have learned.

SL

SL.2.4

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

SL.2.4

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

SL.2.5

**I can make a recording
of a story or poem.**

SL.2.5

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

SL.2.6

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

I can use proper English
when I write and speak.

L

L.2.1

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

L.2.1A

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

L.2.1B

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

L.2.1C

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

L.2.1D

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

L.2.1E

I can use adjectives and adverbs correctly.

L.2.1F

I can make and use complete simple and compound sentences.

L.2.2

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

L.2.2A

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

L.2.2B

I can use commas in greetings and closings of letters.

L.2.2C

I can use apostrophes to make contractions.

L.2.2C

I can use apostrophes to show possession.

L.2.2D

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

L.2.2E

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

I can use what I know
about language in
different situations.

L

L.2.3

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

L.2.3A

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

I can figure out what words mean and use them in different situations.

L

L.2.4

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

L.2.4A

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

L.2.4B

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

L.2.4C

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

L.2.4D

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

L.2.4E

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

L.2.5

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

L.2.5A

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

L.2.5B

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

L.2.5B

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

L.2.6

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

I can write and solve problems using addition and subtraction.

OA

2.OA.A.1

I can use strategies to solve addition word problems. (within 100)

2.OA.A.1

I can use strategies to solve subtraction word problems. (within 100)

I can add and subtract any
numbers from 0 to 20 in
my mind.

OA

2.OA.B.2
I know my
addition facts.

2.OA.B.2
I know my subtraction
facts.

I can work with equal groups of objects to help me start to understand multiplication.

OA

2.OA.C.3

I can group objects to tell if a number is odd or even.

2.OA.C.3

I can write a number sentence to show how adding two of the same number will equal an even number.

2.OA.C.4

I can use addition to help me figure out how many objects are in an array.

2.OA.C.4

I can write a number sentence to show the total number of objects are in an array.

I can understand place value.

2.NBT.A.1

I can understand and use hundreds, tens and ones.

2.NBT.A.1A

I can show that I understand that a bundle of ten "tens" is called a "hundred".

2.NBT.A.1B

I can show that I understand the numbers I use when I count by hundreds, have a certain number of hundreds, 0 tens and 0 ones.

2.NBT.A.2

I can count to 1,000 by 1s, 5s, 10s and 100s.

2.NBT.A.3

I can read and write numbers to 1,000 in different ways.

2.NBT.A.4

I can compare three-digit numbers using $<$, $=$, and $>$ because I understand hundreds, tens and ones.

I can use what I know
about place value to help
me add and subtract.

NBT

2.NBT.B.5

**I can add two-digit
numbers.**

2.NBT.B.5

**I can subtract two-digit
numbers.**

2.NBT.B.6

I can add up to four 2-digit numbers.

2.NBT.B.7

I can use strategies to add numbers within 1000 and know when to regroup.

2.NBT.B.7

I can use strategies to subtract numbers within 1000 and know when to borrow.

2.NBT.B.8

**I can add and subtract 10
or 100 to any number
from 100 to 900 in my
head.**

2.NBT.B.9

**I can explain why adding
and subtracting strategies
work using what I know
about place value.**

I can measure and
estimate lengths of
objects.

2.MD.A.1

I can use different tools to measure objects.

2.MD.A.2

I can use two different units to measure the same object and tell how the measurements compare.

2.MD.A.3

I can estimate the lengths of objects using inches, feet, centimeters and meters.

2.MD.A.4

I can tell the difference in the lengths of two different objects.

I can use what I know about addition and subtraction to understand.

MD

2.MD.B.5

I can use addition and subtraction to solve measurement problems.

2.MD.B.6

**I can make and use a
number line.**

I can understand how to
tell time.

2.MD.C.7

**I can tell time to five
minutes.**

I can count money.

MD

2.MD.C.8

**I can count money to help
me solve word problems.**

I can understand how
information is shared
using numbers.

MD

2.MD.D.9

**I can make a table to
organize information
about measurement.**

2.MD.D.9

**I can show measurements
with a line plot.**

2.MD.D.10

**I can draw a picture graph
to share number
information.**

2.MD.D.10

I can draw a bar graph to share number information.

2.MD.D.10

I can solve problems using information from a bar graph.

I can understand shapes better by using what I notice about them.

2.G.A.1

I can name and draw shapes. (I know triangles, quadrilaterals, pentagons, hexagons and cubes.)

2.G.A.2

I can find the area of a rectangle by breaking it into equal sized squares.

2.G.A.3

I can divide shapes into equal parts and describe the parts with words like halves or thirds.

2.G.A.3

I can understand that equal parts of a shape may look different depending on how I divide the shape.

