

**2nd Grade Reading**

**Foundational Skills**

**“I Can” Statements**

*I can read words by using what I know about letters and sounds.*

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

*I can read long and short vowels correctly in words.*

*I can spell and read vowel teams.*

*I can read longer words with long vowel sounds.*

*I can read words with prefixes and suffixes.*



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

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

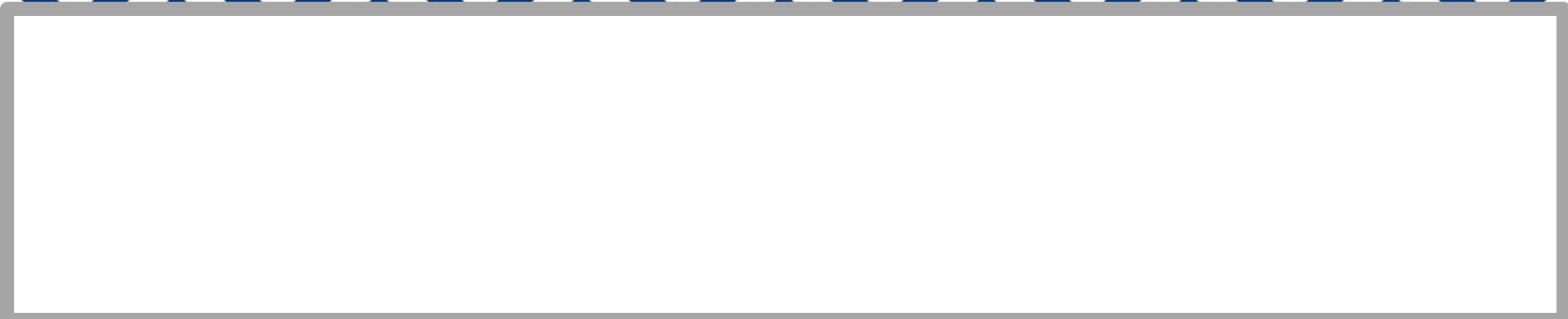
***I can easily read, show expression and understand the books I choose.***

*I can read and understand books at my level well.*

*I can read and understand second grade books.*

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

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





**2nd Grade Reading**

**Literature**

**“I Can” Statements**

*I can read, understand and tell about  
fiction stories.*

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

*I can remember and retell different kinds of  
stories.*



*I can read a story and share what the author is trying to teach.*

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

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

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

*I can show that I know the characters in a story by telling details about them.*

*I can show that I know the characters in a story by using different voices when I read aloud.*

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

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

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



**2nd Grade Reading**

**Nonfiction/  
Informational Text**

**“I Can” Statements**

*I can read, understand and tell about  
nonfiction texts.*

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

*I can tell the main idea of a piece of  
nonfiction text.*

*I can tell the focus of important paragraphs  
in nonfictions texts.*

*I can make connections between different  
events in history.*

*I can make connections between different  
science ideas.*



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

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

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

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

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

*I can describe how an author's reasons support the important ideas that are shared.*

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

*I can read and understand second grade nonfiction texts by myself.*





**2nd Grade**

**Writing**

**“I Can” Statements**

*I can create different types of writing for different reasons.*

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

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

*I can write to teach about a topic by providing new words and definitions about the topic.*

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

*I can listen to others' ideas for revising and editing my writing and use the advice to make my writing better.*



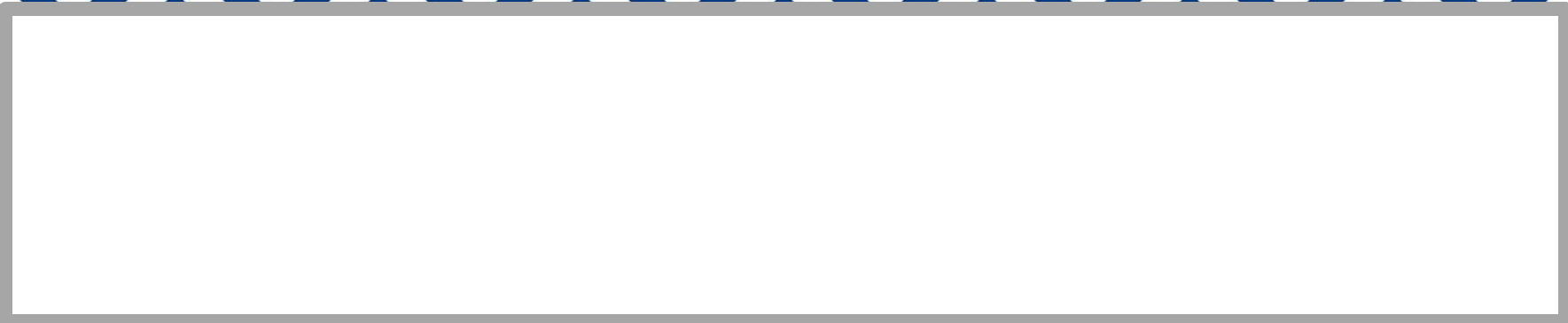
*I can use a computer or tablet to publish my writing.*

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

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

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

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



**2nd Grade**

**Speaking & Listening**

**“I Can” Statements**



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

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

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

*I can make conversations better by making connections between what other people say.*

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

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

*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.***

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

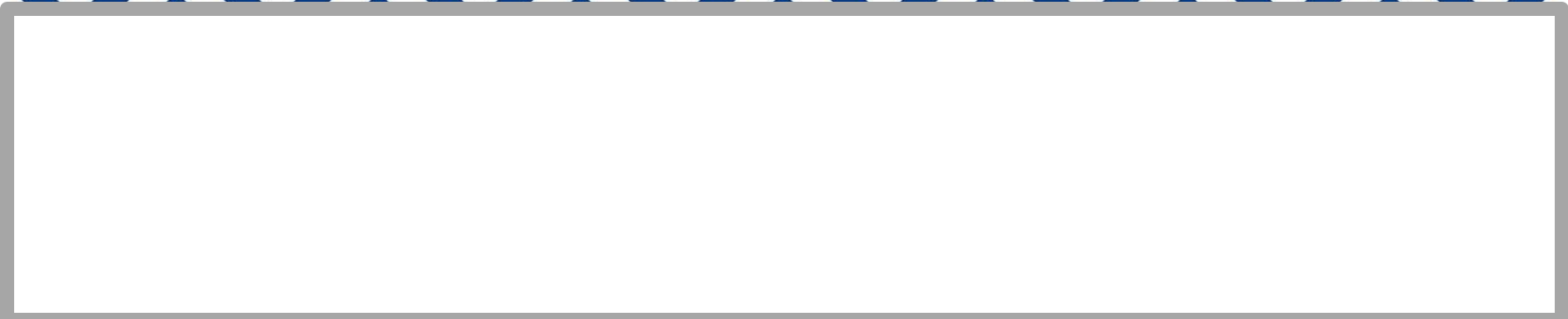


*I can speak loudly, clearly and in complete sentences when I tell or share a story.*

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

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

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



**2nd Grade**

**Language**

**“I Can” Statements**



*I can use proper English when I write and speak.*

*I can use words correctly when I write and speak.*

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

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

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

*I can make and use common regular verbs  
(action words) correctly.  
(sat, hid, told)*

*I can use adjectives correctly to describe nouns (people, places and things).*

*I can use adverbs correctly to describe verbs (action words).*

*I can create and use complete simple sentences.*



*I can create and use complete compound sentences.*

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

*I can use capital letters at the beginnings of proper nouns.*

*(holidays, product names and places on a map)*

*I can use commas correctly in the greetings and closings of letters.*

*I can use apostrophes to make contractions.*

*I can use apostrophes to show possession.*

*I can use spelling patterns I know to write words.*

*I can use different resources to check and correct my spelling.*

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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

Blank space for student response.

