

# **"I Can" Read**

(Reading - Foundational Skills)

**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.

# "I Can" Read Fiction

(Reading - Literature)

**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 character 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.

# "I Can" Read Nonfiction

(Reading - Informational Text)

## **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 nonfiction 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 about the same topic are the same and different.
- I can read and understand second grade nonfiction texts by myself.

# **"I Can" Write**

(Writing)

## **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.

# **"I Can" Share & Listen**

(Speaking and Listening)

## **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.

# "I Can" Use Proper English

(Writing)

**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 and 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.

# **"I Can" Do Math**

(Operations & Algebraic Thinking)

**I can write and solve problems using addition and subtraction.**

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

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

- I can show that I know my addition facts.
- I can show that I know my subtraction facts.

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

- I can group objects to tell if a number is odd or even.
- I can write a number sentence to show how adding two of the same number will equal an even number.
- I can use addition to help me figure out how many objects are in an array.
- I can write a number sentence to show the total number of objects that are in an array.



# "I Can" Do Math

(Numbers & Operations in Base Ten)

## **I can understand place value.**

- I can understand and use hundreds, tens and ones to show numbers.
- I can show that I understand a bundle of ten "tens" is called a "hundred".
- I can show I understand that when I count by hundreds, they all have a certain number of hundreds, 0 tens and 0 ones.
- I can count to 1,000 by ones, fives, tens and hundreds.
- I can read and write numbers to 1,000 in different ways.
- 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.**

- I can add two-digit numbers.
- I can subtract two-digit numbers.
- I can add two, three and four 2-digit numbers to find their sum.
- I can use strategies to add numbers within 1,000 and know when to regroup.
- I can use strategies to subtract numbers within 1,000 and know when to borrow.
- I can use mental math to add and subtract 10 or 100 to any number from 100 to 900.
- I can explain why adding and subtracting strategies work using what I know about place value.

# **"I Can" Do Math**

## **(Measurement & Data)**

### **I can measure and estimate lengths of objects.**

- I can use different types of tools to measure objects.
- I can use two different units to measure the same object and tell how the measurements compare.
- I can estimate the lengths of objects using inches, feet, centimeters and meters.
- I can tell the difference between the lengths of two different objects.

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

- I can use addition and subtraction to solve measurement problems.
- I can make and use a number line.

### **I can understand how to tell time.**

- I can tell time to the five minute marks on a clock.
- I can use a.m. and p.m. correctly when I am telling time.

### **I can count money.**

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

### **I can understand how information is shared using numbers.**

- I can make a table to organize information about measurement.
- I can show measurements by making a line plot.
- I can draw a picture graph to share number information.
- I can draw a bar graph to share number information.
- I can solve problems using information from a bar graph.

# "I Can" Do Math

(Geometry)

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

- I can name and draw triangles, quadrilaterals, pentagons, hexagons and cubes.
- I can find the area of a rectangle by breaking it into equal sized squares.
- I can divide shapes into equal parts and describe the parts with words like *halves* or *thirds*.
- I can understand that equal parts of a shape may look different depending on how I divide the shape.