

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.

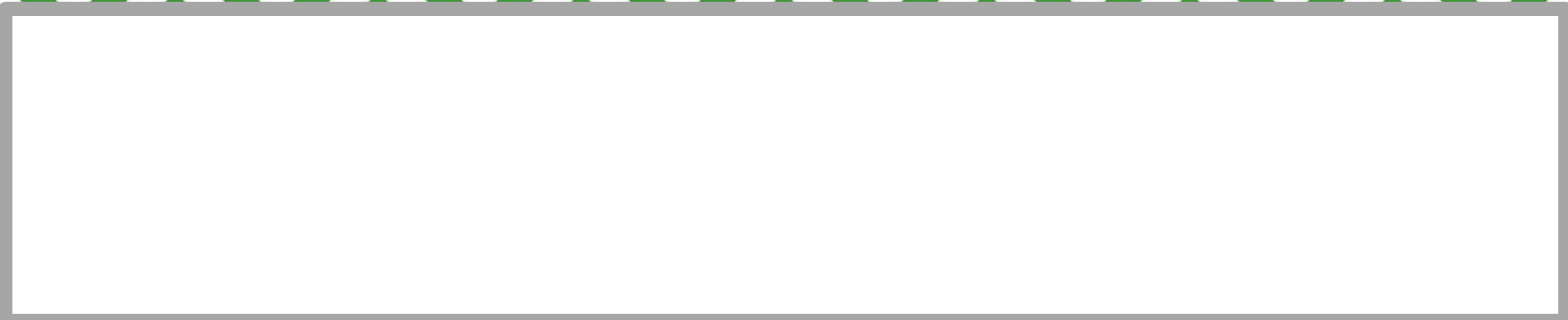
I can easily read, show expression and understand the books I choose.

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.

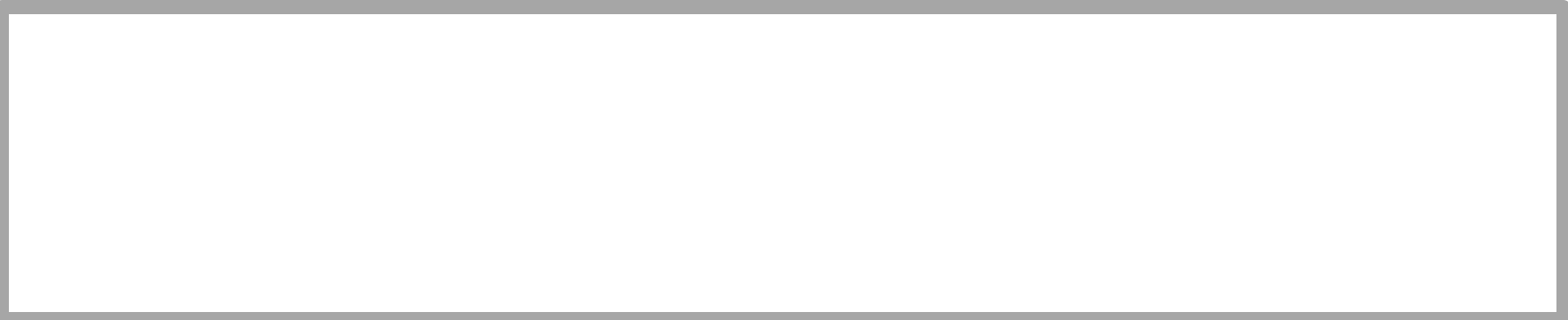
I can tell the author's main purpose in nonfiction writing.

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.

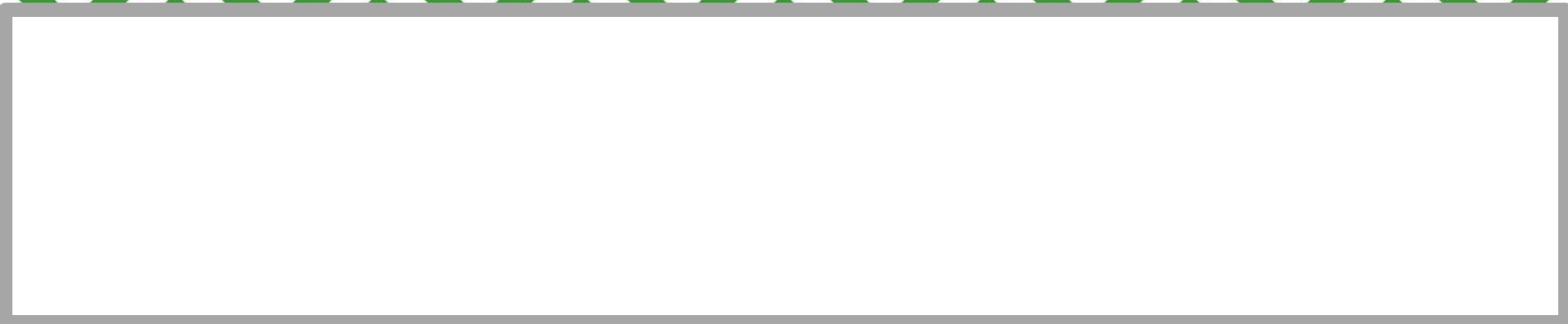
I can use a computer or tablet to publish my writing.

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.

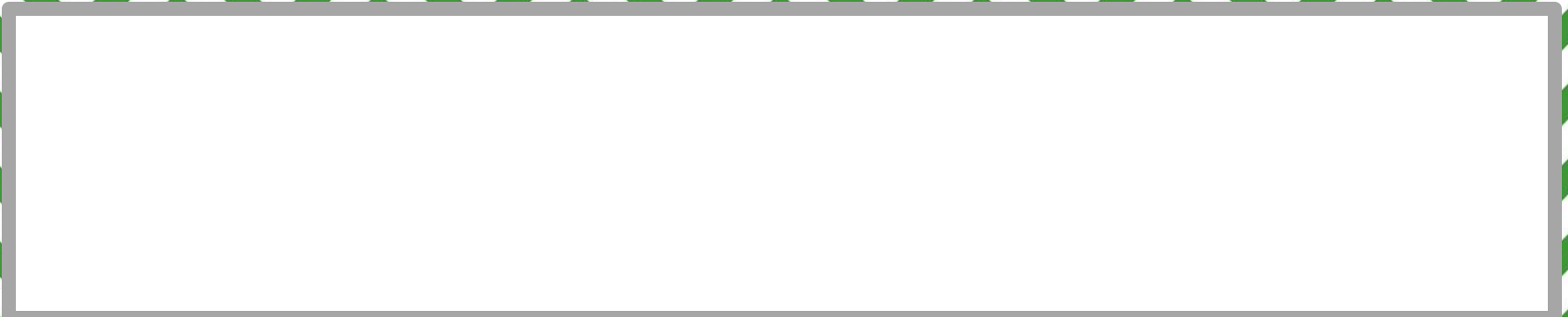
I can tell or share a story with important details to help others understand it better.

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.*

