

<b>Second Grade I Can Statements Checklist: Reading Standards for Literature</b>		
RL.2.1	I can ask important questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text.	
RL.2.1	I can answer important questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text.	
RL.2.2a	I can analyze literary text development to determine the lesson or moral of stories.	
RL.2.2a	I can analyze literary text development to retell stories, including fables and folktales from diverse cultures.	
RL.2.2a	I can formulate a hypothesis about what role a fable or folktale's culture plays in the meaning of the text.	
RL.2.3	I can describe how characters respond in a story respond to major events and challenges in a text.	
RL.2.3	I can create a personal response to a character in a text to initiate a fictional "conversation" about events or actions in a text.	
RL.2.4	I can describe how words and phrases (e.g., regular beats) supply rhythm and meaning in a story.	
RL.2.4	I can describe how words and phrases (e.g., alliteration) supply rhythm and meaning in a story.	
RL.2.4	I can describe how words and phrases (e.g., rhymes) supply rhythm and meaning in a poem.	
RL.2.4	I can create an alternative version of a poem by changing the rhymes to supply rhythm and meaning in a new way.	
RL.2.4	I can describe how words and phrases (e.g., repeated lines) supply rhythm and meaning in a song.	
RL.2.5	I can describe the beginning, middle, and end of a story.	

RL.2.5	I can describe the overall structure of a story, including describing how the beginning introduces the story.	
RL.2.5	I can describe the overall structure of a story, including describing how the middle provides the important events in a story.	
RL.2.5	I can describe the overall structure of a story, including describing how the ending concludes the action.	
RL.2.5	I can analyze how a story would be different without its ending and explain it to someone using details from the text.	
RL.2.6	I can distinguish between points of view when referring to narrators and characters.	
RL.2.6	I can recognize when the narrator is a character in the story.	
RL.2.7	I can use information gained from the illustrations and words in a print text to demonstrate understanding of its characters.	
RL.2.7	I can use information gained from the illustrations and words in a print text to demonstrate understanding of its setting.	
RL.2.7	I can use information gained from the illustrations and words in a print text to demonstrate understanding of its plot.	
RL.2.7	I can use information gained from the illustrations and words in a digital text to demonstrate understanding of its characters.	
RL.2.7	I can use information gained from the illustrations and words in a digital text to demonstrate understanding of its setting.	
RL.2.7	I can use information gained from the illustrations and words in a digital text to demonstrate understanding of its plot.	
RL.2.7	I can critique the illustrator's choices, explaining my thoughts about whether they effectively communicated the meaning of the text.	
RL.2.8	(Not applicable to literature)	
RL.2.9	I can compare and contrast two or more versions of the same story written by different authors.	

RL.2.9	I can compare and contrast two or more versions of the same story from different cultures.	
RL.2.9	I can synthesize two or more versions of the same story from different cultures by selecting the most impactful parts from each version and creating a composite story including elements from them all.	
RL.2.10	By the end of the year (with scaffolding as needed), I can read and comprehend literature of 2nd-3rd grade-level complexity (including stories and poetry.)	
RL.2.10	I can activate prior knowledge and draw on previous experiences in order to make make text-to-self connections and comparisons.	
RL.2.10	I can activate prior knowledge and draw on previous experiences in order to make text-to-text connections and comparisons.	

<b>Second Grade I Can Statements Checklist: Reading Standards for Informational Text</b>		
RI.2.1	I can ask questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text.	
RI.2.1	I can answer questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text.	
RI.2.2a	I can analyze informational text development to identify the main topic of a multi-paragraph text.	
RI.2.2b	I can analyze informational text development to identify the focus of specific paragraphs within a multi-paragraph text.	
RI.2.2b	I can critique informational text development by determining which paragraphs, if any, could be omitted from a text while still adequately expressing the main topic.	
RI.2.3	I can make a connection between two or more events that happened in the past.	
RI.2.3	I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
RI.2.3	I can prove how one historical event could change the course of history had it not occurred, using details from the text and/or supplemental texts.	
RI.2.4	I can determine the meaning of words and phrases in a text relevant to a second grade topic or subject.	
RI.2.4	I can determine the meaning of an unfamiliar phrase in a text related to a second grade topic or subject.	
RI.2.5	I can know and use various text features (e.g., captions) to locate key facts or information in a text efficiently.	

RI.2.5	I can revise text features such as captions to demonstrate how the changes would alter the overall message in an informational text.	
RI.2.5	I can know and use various text features (e.g., bold print) to locate key facts or information in a text efficiently.	
RI.2.5	I can know and use various text features (e.g., subheadings) to locate key facts or information in a text efficiently.	
RI.2.5	I can know and use various text features (e.g., glossaries) to locate key facts or information in a text efficiently.	
RI.2.5	I can create an addendum to a glossary (including definitions) to indicate terms I believe are key to understanding a text.	
RI.2.5	I can know and use various text features (e.g., indexes) to locate key facts or information in a text efficiently.	
RI.2.5	I can know and use various text features (e.g., electronic menus) to locate key facts or information in a text efficiently.	
RI.2.5	I can know and use various text features (e.g., icons) to locate key facts or information in a text efficiently.	
RI.2.6	I can identify the main purpose of a text, including what the author wants to answer, explain or describe.	
RI.2.6	I can evaluate an author's effectiveness in accomplishing purpose (how well the text answers, explains or describes) using details from the text to support my claim.	
RI.2.7	I can explain how specific images (e.g., a diagram showing how a machine works) contribute to a text.	
RI.2.7	I can explain how specific images (e.g., a diagram showing how a machine works) clarify a text.	
RI.2.8	I can identify the main points an author uses in a text, and with support, explain how reasons connect to the main points.	
RI.2.8	I can determine which (if any) reasons that an author uses to explain main points, could be strengthened to make the argument more convincing.	

RI.2.8	I can, with support, explain how reasons connect to the author's main points.	
RI.2.9	I can compare and contrast the most important points presented by two texts on the same topic.	
RI.2.9	I can describe how two texts on a similar topic are different.	
RI.2.10	By the end of the year, I can read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently (with scaffolding as needed at the higher levels.)	

<b>Second Grade I Can Statements Checklist: Reading Standards for Foundational Skills</b>		
RF.2.1	(Print Concepts standards for grades K and 1 only)	
RF.2.2	(Phonological Awareness standards for grades K and 1 only)	
RF.2.3	I can know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3a	I can distinguish long and short vowels when reading regularly spelled one-syllable words.	
RF.2.3b	I can know and use spelling-sound correspondences for additional common vowel teams.	
RF.2.3b	I can invent and explain "rules" for common vowel teams that are both accurate and will make them understandable for another learner.	
RF.2.3c	I can decode regularly spelled two-syllable words with long vowels.	
RF.2.3d	I can decode words with common prefixes and suffixes.	
RF.2.3d	I can categorize words with prefixes and suffixes, sorting them by their similar meanings (e.g., -ible, -able)	
RF.2.3e	I can identify words with inconsistent but common spelling-sound correspondences.	
RF.2.3f	I can recognize and read grade-appropriate irregularly spelled words.	
RF.2.3f	I can identify patterns in irregularly spelled words and sort them by similar features.	
RF.2.4	I can read with sufficient accuracy and fluency to support comprehension.	

RF.2.4a	I can read grade-level text with purpose and understanding.	
RF.2.4b	I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings	
RF.2.4c	I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.	



<b>Second Grade I Can Statements Checklist: Writing Standards</b>		
W.2.1	I can write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section, in opinion writing.	
W.2.2	I can write informative/explanatory texts that introduce a topic.	
W.2.2	I can critique my own introduction to a text, evaluating how well I feel I established helped the reader to understand the purpose of my piece.	
W.2.2	I can write informative/explanatory texts that use facts and definitions to develop points.	
W.2.2	I can write informative/explanatory texts that provide a concluding statement or section.	
W.2.2	I can design a checklist or rubric to use in analyzing whether my informative/explanatory texts effectively share information.	
W.2.3	I can write narratives to recount a well-elaborated event or short sequence of events including details to describe actions, thoughts, and feelings.	
W.2.3	I can design a checklist or rubric to use in analyzing whether my narrative elaborates effectively on the story I try to tell.	
W.2.3	I can use temporal words to signal event order in narrative writing.	
W.2.3	I can write narratives to recount a well-elaborated event or short sequence of events that provides a sense of closure.	
W.2.4	(Begins in grade 3)	

W.2.5	I can, with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising.	
W.2.5	I can, with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by editing.	
W.2.6	I can, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
W.2.6	I can evaluate digital tools to determine the best-fit applications of technology for my writing project.	
W.2.7	I can participate in shared research and writing projects (e.g., reading a number of books on a single topic to produce a report; record science observations).	
W.2.7	I can synthesize information from several related sources and create a thorough analysis of a topic based upon them (providing textual evidence.)	
W.2.8	I can recall information from experiences or gather information from provided sources to answer a question.	
W.2.9	(Begins in grade 4)	
W.2.10	(Begins in grade 3)	

<b>Second Grade I Can Statements Checklist: Speaking and Listening Standards</b>		
SL.2.1	I can participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	
SL.2.1a	I can follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.2.1a	I can create additional rules for discussions that will be applicable and relevant to online instruction.	
SL.2.1b	I can build on others' talk in conversations by linking their comments to the remarks of others.	
SL.2.1c	I can ask for clarification and further explanation as needed about the topics and texts under discussion.	
SL.2.1c	I can encourage elaboration in others' verbal expressions by asking important questions specifically meant to encourage them to continue talking.	
SL.2.2	I can retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	
SL.2.3	I can ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
SL.2.4	I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
SL.2.5	I can create audio recordings of stories or poems; I can add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	

SL.2.5	I can create audio "interviews" in which I ask questions of characters from my stories and provide the voice for both the "interviewer" and the "interviewee" (both portrayed by me.)	
SL.2.6	I can produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

<b>Second Grade I Can Statements Checklist: Language Standards</b>		
L.2.1	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	I can use collective nouns (e.g., group).	
L.2.1b	I can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
L.2.1c	I can use reflexive pronouns (e.g., myself, ourselves).	
L.2.1d	I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	
L.2.1d	I can distinguish between the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) and the present progressive tense (e.g., sitting, hiding, telling).	
L.2.1e	I can use adjectives and adverbs, and choose between them depending on what is to be modified.	
L.2.1f	I can produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	
L.2.2	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2a	I can capitalize holidays.	
L.2.2a	I can capitalize product names.	

L.2.2a	I can capitalize geographic names.	
L.2.2b	I can use commas in greetings of letters.	
L.2.2b	I can use commas in closings of letters.	
L.2.2c	I can use an apostrophe to form contractions.	
L.2.2c	I can use an apostrophe to form frequently occurring possessives.	
L.2.2d	I can generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).	
L.2.2e	I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
L.2.2e	I can research and use non-traditional tools for checking word meaning (e.g., visual dictionaries.)	
L.2.3	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3a	I can recognize formal and informal uses of English.	
L.2.3b	I can compare formal and informal uses of English.	
L.2.4	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.4a	I can use sentence-level context as a clue to the meaning of a word or phrase.	
L.2.4b	I can determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	
L.2.4c	I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	

L.2.4d	I can use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	
L.2.4e	I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
L.2.5	I can demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5	I can categorize words by their word meanings using the criteria of levels of intensity in shades of meaning.	
L.2.5a	I can identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
L.2.5b	I can distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl).	
L.2.5b	I can distinguish shades of meaning among closely related adjectives (e.g., thin, slender, skinny, scrawny).	
L.2.6	I can use words and phrases acquired through conversations, reading and being read to, and responding to texts to describe (e.g., When other kids are happy that makes me happy).	
L.2.6	I can use adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	