

Strand: Reading Literature			
Topics	Standard	“I can...” statements	Vocabulary
Key Ideas and Details	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> I can answer questions to show I understand important details in a story. I can ask questions to show I understand important details in a story. 	Questioning Complete sentences Key details Text
	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> I can retell a fable or folktale and explain the lesson in the story. 	Recount/ retell Genres Fables Folktales Cultures Central message Moral
	RL.2.3. Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> I can how characters act when things happen in a story. 	Characters Conflict Plot Problem/solution Major events Challenges
Craft and Structure	RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> I can describe how words give rhythm and meaning to a story, poem, or song. 	Regular beats Alliteration Rhyme Repeated lines Rhythm
	RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> I can tell the important details about how a story begins and ends. 	Beginning Middle End/conclusion Introduction Sequence
	RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> I can use different voices for characters. I can tell different ideas characters have. 	Points of view Expression Dialogue
Integration of Knowledge and Ideas	RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> I can use illustration and text to tell about the setting of a story. I can use illustration and text to tell about the characters of a story. I can use illustration and text to tell about the plot of a story. 	Illustration Digital text Characters Setting Plot
	RL.2.8. (Not applicable to literature)		

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	RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<ul style="list-style-type: none">I can tell about how stories by different authors or stories from different places are alike and different.	Compare Contrast Cultures
Range of Reading and Level of Text Complexity	RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none">I can read and understand stories at my grade level.	

Strand: Reading Informational Text			
Topics	Standard	“I can...” statements	Vocabulary
Key Ideas and Details	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> I can answer questions to show that I know what I read. I can ask questions to show that I know what I read. 	Question Complete sentence Key details
	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> I can identify the main idea of a text. I can state the focus of the paragraphs within the text. 	Main idea/topic
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> I can put events or ideas in order. I can explain how events or ideas go together. 	Making connections
Craft and Structure	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> I can use strategies to figure out the meaning of words. 	Clarification
	RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<ul style="list-style-type: none"> I can use text features to find information quickly. 	Text features
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> I can tell why the author wrote the text. 	Author’s purpose
Integration of Knowledge and Ideas	RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> I can tell how pictures help me understand what I read. 	Visuals Images
	RI.2.8. Describe how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> I can explain why the author includes certain details in a text. 	Reasons Text
	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> I can tell which facts are the same or different in two texts on the same subject. 	Compare/contrast
Range of Reading and Level of Text Complexity	RI.2.10. By the end of year, 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 high end of the range.	<ul style="list-style-type: none"> I can read and understand informational texts at my grade level. 	Autobiography Biography Expository Non-fiction Informational text Instructional reading level Independent reading level “just right” level

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Strand: Reading Foundational Skills			
Topics	Standard	"I can..." statements	Vocabulary
Print Concepts	RF.2.1. (Not applicable to 2 nd grade)		
Phonological Awareness	RF.2.2. (Not applicable to 2 nd grade)		
Phonics and Word Recognition	<p>RF.2.3. Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • I can sound out words I do not know. • I can read a list of second grade words that cannot be sounded out. 	<p>Long vowel</p> <p>Short vowel</p> <p>Vowel teams</p> <p>Sight words</p> <p>Syllable</p> <p>Prefixes</p> <p>Suffixes</p>
Fluency	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • I can read fluently. • I can understand what I read. • I can correct myself if I make a mistake when I read. • I can read with expression. 	<p>Accurately</p> <p>Smoothly</p> <p>Expression</p> <p>Automaticity</p> <p>Clarification</p> <p>Reading Strategies</p> <p>Reading for meaning</p> <p>Appropriate rate</p> <p>Words correct per minute</p>

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Strand: Writing			
Topics	Standard	“I can...” statements	Vocabulary
Text Types and Purposes	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> I can write my thoughts and ideas about a topic or a book I have read. I can give reasons for my opinions. I can use words that link my ideas and my reasons. I can write a closing statement. 	Opinion Reasons Linking words Topic sentence Writing strategies Conclusions Concluding statement
	W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<ul style="list-style-type: none"> I can write my thoughts and ideas about a topic or a book I have read. 	Non-fiction Topic Definitions Facts Informational Explanatory Conclusion Concluding statement
	W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<ul style="list-style-type: none"> I can write about something that happened, what I have seen, or something I remember. I can include actions, thoughts, and feelings in my writing. I can write a closing statement. 	Event order Sequence of events Personal narratives Closure/conclusion Temporal Words Transition words
Production and Distribution of Writing	W.2.4. (Begins in grade 3)		
	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	When someone helps me: <ul style="list-style-type: none"> I can edit to make my writing clearer. I can revise my writing to make sure I stay on topic. 	Revise Edit
	W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	When someone helps me: <ul style="list-style-type: none"> I can use technology to finish and share my work. I can work with others to write. 	Publish
Research to Build and Present Knowledge	W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> I can work with others to learn and write about a topic. 	Research Report
	W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> I can answer a question by thinking about something that happened to me. 	Recall Sources Background knowledge

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		<ul style="list-style-type: none">I can gather information to answer a question.	
	W.2.9. (Begins in grade 4)		
Range of Writing	W.2.10. (Begins in grade 3)		

Strand: Speaking and Listening			
Topics	Standard	“I can...” statements	Vocabulary
Comprehension and Collaboration	SL.2.1. Participate in collaborative conversations with diverse partners about <i>second grade topics</i> and <i>texts</i> with peers and adults in small and larger groups. a. 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). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<ul style="list-style-type: none"> I can talk with others using listening and speaking rules. I can connect my comments to what others have said. I can ask questions if I don't understand. 	Questioning Complete sentences Turn-taking Listening to speaker Eye contact Stem the answer Clarification Active listening
	SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> I can remember and tell others the important details that I have read or heard. 	Recount/retell Key ideas Details
	SL.2.3. 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.	<ul style="list-style-type: none"> I can ask and answer questions about what a speaker says to help me understand what has been said or to learn more. 	Stem the answer Complete sentence Clarification
Presentation of Knowledge and Ideas	SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> I can tell a story or something that happened to me. I can include facts, details, and interesting words. I can speak so that the listener can hear and understand me. 	Details Complete sentences Appropriate volume Articulation
	SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> I can record myself reading using a computer or other digital recorder. I can add pictures to my presentation to add meaning 	Illustration Audio Visual display Record Recount/retell Voice
	SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	<ul style="list-style-type: none"> I can use complete sentences when I answer questions. 	Stem the answer Complete sentences Clarification

Strand: Language			
Topics	Standard	“I can...” statements	Vocabulary
Conventions of Standard English	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<ul style="list-style-type: none"> I can use nouns that name groups of things (e.g., <i>pride, flock</i>) I can use plural nouns that don't follow the rules (e.g., <i>feet, children, teeth, and fish</i>). I can use pronouns (e.g., <i>myself, himself</i>) that tell about the subject in the sentence I can use past tense verbs that don't follow the rules (e.g., <i>sat, hid, and told</i>). I can use adjectives and adverbs to make a sentence clearer. I can add description or rearrange sentences to create new sentences. 	<p>Collective nouns</p> <p>Irregular plural nouns</p> <p>Reflexive pronouns</p> <p>Past tense of irregular verbs</p> <p>Adjectives and adverbs</p> <p>Complete simple sentences</p> <p>Complete compound sentences</p>
	<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage, badge; boy, boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> I can capitalize proper nouns. I can use commas in greetings and closings of letters. I can use apostrophes in contractions and to show possession. I can spell words using patterns. I can use dictionaries other resources to check my spelling. 	<p>Proper nouns</p> <p>Punctuation</p> <p>Comma</p> <p>Apostrophe</p> <p>Spelling patterns</p> <p>Dictionary</p> <p>Reference materials</p>
	<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<ul style="list-style-type: none"> I can use what I know about speaking and writing, to communicate appropriately with others. 	<p>Subject</p> <p>Predicate</p> <p>Complete sentences and thoughts</p> <p>Formal English</p> <p>Informal English</p>
Vocabulary Acquisition and Use	<p>L.2.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>second grade reading</i> and <i>content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a</p>	<ul style="list-style-type: none"> I can figure out the meaning of a word by reading words around it. I can figure out the meaning of a word by knowing the meaning of parts of the word. I can use glossaries, dictionaries or other resources to find the meaning 	<p>Clarification</p> <p>Context clues</p> <p>Reading strategies</p> <p>Prefix</p> <p>Root/base word</p> <p>Compound words</p> <p>Dictionary</p>

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	<p>known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>)</p> <p>c. Use a known root word as a clue to the meaning of and unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>of a word.</p>	<p>Glossary Thesaurus</p>
	<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<ul style="list-style-type: none"> • I can connect words with my experiences. • I can explain how two words are similar but can have a little bit different meaning. 	<p>Opposites/antonyms Synonyms Verbs Adjectives Describing words</p>
	<p>L.2.6. Use words and phrases acquired through conversations, reading and begin read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy.</i>)</p>	<ul style="list-style-type: none"> • I can use new words I've learned. 	