"I CAN" READ

(Reading – Foundational Skills)

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

RF.2.3 I can show what I have learned about letters and sounds by figuring out words.

RF.2.3A I can read long and short vowels correctly in words.

RF.2.3B I can spell and read vowel teams.

RF.2.3C I can read longer words with long vowel sounds.

RF.2.3D I can read words with prefixes and suffixes.

RF.2.3E I can find words that don't follow normal spelling rules, but are common.

RF.2.3F I can read second grade words that aren't spelled the way they sound.

"I CAN" READ

(Reading – Foundational Skills)

I can read and understand books at my level well.

RF.2.4 I can read and understand books at my level well.

RF.2.4A I can read and understand second grade books.

RF.2.4B I can read second grade books aloud like a teacher would read them.

RF.2.4C I can stop when I am reading and fix words that I mess up or don't sound right.

"I CAN" READ FICTION

(Reading – Literature)

I can read, understand and tell about fiction.

RL.2.1 I can ask and answer who, what, where, when, why and how questions to show that I understand stories.

RL.2.2 I can remember and tell different kinds of stories and share what the author is trying to teach.

RL.2.3 I can describe how characters in a story react to important events in the story.

"I CAN" READ FICTION

(Reading – Literature)

RL.2.4 I can tell how words in stories, poems or songs can give them rhythm and help people understand them better.

RL.2.5 I can describe how a story is written including the important parts of a beginning and an ending.

RL.2.6 I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.

"I CAN" READ FICTION

(Reading – Literature)

RL.2.7 I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story.

RL.2.9 I can tell how two or more tellings of a story can be the same and different.

RL.2.10 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.

RI.2.1 I can ask and answer who, what, where, when, why and how questions to show that I understand nonfiction.

RI.2.2 I can tell the main idea of a piece of nonfiction, including the focus of important paragraphs.

RI.2.3 I can make connections between different events in history.

"I CAN" READ NONFICTION

(Reading – Informational Text)

RI.2.3 I can make connections between different science ideas.

RI.2.3 I can make connections between the different steps in a set of directions.

RI.2.4 I can figure out the meanings of words when I am studying a second grade topic.

RI.2.5 I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.

"I CAN" READ NONFICTION

(Reading – Informational Text)

RI.2.6 I can tell the author's main purpose in nonfiction writing.

RI.2.7 I can use diagrams and pictures to help me understand nonfiction.

RI.2.8 I can describe how reasons support the points that an author is trying to make.

RI.2.9 I can tell how two or more tellings of a story can be the same and different.

RI.2.10 I can read and understand second grade stories and poems by myself.

"I CAN" WRITE

(Writing)

I can write different types of writing for different reasons.

W.2.1 I can write my opinion about a topic and give reasons for my thinking.

W.2.2 I can write to teach about a topic by giving facts and definitions about the topic.

W.2.3 I can write to tell an organized story with details about events, thoughts and feelings.

"I CAN" WRITE

(Writing)

I can make my writing better and get it ready for others to read.

W.2.5 I can listen to others' ideas to revise and edit my writing and make it better.

W.2.6 I can use a computer or tablet to publish my writing.

"I CAN" WRITE

(Writing)

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

W.2.7 I can help my class explore books and write about what we learn.

W.2.7 I can work with friends to make and record notes about science experiments.

W.2.8 I can use what I have learned to answer questions or I can find out the answers somewhere else.

"I CAN" SHARE & LISTEN

(Speaking and Listening)

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

SL.2.1 I can show that I know how to have good conversations with my friends and teachers.

SL.2.1A I can listen, wait to take my turn and be respectful when I am having conversations.

SL.2.1B I can make conversations better by making connections between others' comments.

SL.2.1C I can ask questions during conversations to help me understand what is being shared.

"I CAN" SHARE & LISTEN

(Speaking and Listening)

SL.2.2 I can talk about the important ideas and details after I listen to someone read or speak.

SL.2.3 I can ask and answer questions about what a speaker says to help me understand the information better.

"I CAN" SHARE & LISTEN

(Speaking and Listening)

I can share my ideas and what I have learned.

SL.2.4 I can tell or share a story with important details to help others understand.

SL.2.4 I can speak loudly, clearly and in complete sentences when I tell or share a story.

SL.2.5 I can make a recording of a story or poem.

SL.2.5 I can use drawings or other things like that to help people understand me better.

SL.2.6 I can speak and share my ideas in complete sentences when someone asks me a question.

"I CAN" USE PROPER ENGLISH

(Language)

I can use proper English when I write and speak.

L.2.1 I can show that I know how to use words correctly when I write and speak.

L.2.1A I can use collective nouns (a group of people, a pride of lions).

L.2.1B I can make and use irregular plural nouns correctly. (feet, children, teeth, mice, fish)

L.2.1C I can use reflexive pronouns (himself, myself, ourselves).

"I CAN" USE PROPER ENGLISH

(Language)

L.2.1D   I can make and use common regular verbs (sat, hid, told).

L.2.1E   I can use adjectives and adverbs correctly.

L.2.1F   I can make and use complete simple and compound sentences.

"I CAN" USE PROPER ENGLISH

(Language)

L.2.2 I can show that I know how to write sentences correctly.

L.2.2A   I can use capital letters at the beginnings of holidays, product names and places on a map.

L.2.2B   I can use commas in greetings and closings of letters.

L.2.2C   I can use apostrophes to make contractions.

L.2.2C   I can use apostrophes to show possession.

L.2.2D   I can use spelling patterns I have learned to write words.

L.2.2E I can use tools like a dictionary to check and correct my spelling.

"I CAN" USE PROPER ENGLISH

(Language)

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

L.2.3 I can write, speak, read and listen by using what I know about the English language.

L.2.3A   I can compare formal and informal ways that people speak English.

"I CAN" USE PROPER ENGLISH

(Language)

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

L.2.4 I can figure out what words mean by using the strategies I know and by thinking about what I have read.

L.2.4A   I can use context clues to help me understand new words.

L.2.4B   I can use prefixes that I know to help me understand new words.

L.2.4C   I can use root words to help me understand new words.

"I CAN" USE PROPER ENGLISH

(Language)

L.2.4D   I can use the meanings of the two smaller words in a compound word to make a prediction about what it means.

L.2.4E   I can use glossaries, dictionaries or the internet to help me find the meanings of new words.

"I CAN" USE PROPER ENGLISH

(Language)

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

L.2.5 I can figure out how words are related and how their meanings might be alike.

L.2.5A   I can find real-life connections between words and the way they are used. (foods that are spicy or juicy)

L.2.5B   I can tell the difference between similar verbs. (toss, throw, hurl)

L.2.5B   I can tell the difference between similar adjectives. (thin, slender, skinny, scrawny)

L.2.6 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.

2.OA.A.1 I can use strategies to solve addition word problems. (within 100)

2.OA.A.1 I can use strategies to solve subtraction word problems. (within 100)

"I CAN" DO MATH

(Operations & Algebraic Thinking)

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

2.OA.B.2 I know my addition facts.

2.OA.B.2 I know my subtraction facts.

"I CAN" DO MATH

(Operations & Algebraic Thinking)

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

2.OA.C.3 I can group objects to tell if a number is odd or even.

2.OA.C.3 I can write a number sentence to show how adding two of the same number will equal an even number.

2.OA.C.4 I can use addition to help me figure out how many objects are in an array.

2.OA.C.4 I can write a number sentence to show the total number of objects are in an array.

"I CAN" DO MATH

(Numbers & Operations in Base Ten)

I can understand place value.

2.NBT.A.1   I can understand and use hundreds, tens and ones.

2.NBT.A.1A I can show that I understand that a bundle of ten "tens" is called a "hundred".

2.NBT.A.1B I can show that I understand the numbers I use when I count by hundreds, have a certain number of hundreds, 0 tens and 0 ones.

2.NBT.A.2   I can count to 1,000 by 1s, 5s, 10s and 100s.

"I CAN" DO MATH

(Numbers & Operations in Base Ten)

2.NBT.A.3 I can read and write numbers to 1,000 in different ways.

2.NBT.A.4 I can compare three-digit numbers using <, =, and > because I understand hundreds, tens and ones.

"I CAN" DO MATH

(Numbers & Operations in Base Ten)

I can use what I know about place value to help me add and subtract.

2.NBT.B.5 I can add two-digit numbers.

2.NBT.B.5 I can subtract two-digit numbers.

2.NBT.B.6 I can add up to four 2-digit numbers.

2.NBT.B.7 I can use strategies to add numbers within 1000 and know when to regroup.

"I CAN" DO MATH

(Numbers & Operations in Base Ten)

2.NBT.B.7 I can use strategies to subtract numbers within 1000 and know when to borrow.

2.NBT.B.8 I can add and subtract 10 or 100 to any number from 100 to 900 in my head.

2.NBT.B.9 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.

2.MD.A.1 I can use different tools to measure objects.

2.MD.A.2 I can use two different units to measure the same object and tell how the measurements compare.

2.MD.A.3 I can estimate the lengths of objects using inches, feet, centimeters and meters.

2.MD.A.4 I can tell the difference in the lengths of two different objects.

"I CAN" DO MATH

(Measurement & Data)

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

2.MD.B.5 I can use addition and subtraction to solve measurement problems.

2.MD.B.6 I can make and use a number line.

"I CAN" DO MATH

(Measurement & Data)

I can understand how to tell time.

2.MD.C.7 I can tell time to five minutes.

2.MD.C.7 I can use a.m. and p.m. in the right ways.

I can count money.

2.MD.C.8 I can count money to help me solve word problems.

"I CAN" DO MATH

(Measurement & Data)

I can understand how information is shared using numbers.

2.MD.D.9 I can make a table to organize information about measurement.

2.MD.D.9 I can show measurements with a line plot.

2.MD.D.10 I can draw a picture graph to share number information.

"I CAN" DO MATH

(Measurement & Data)

2.MD.D.10 I can draw a bar graph to share number information.

2.MD.D.10 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.

2.G.A.1 I can name and draw shapes. (I know triangles, quadrilaterals, pentagons, hexagons and cubes.)

2.G.A.2 I can find the area of a rectangle by breaking it into equal sized squares.

2.G.A.3 I can divide shapes into equal parts and describe the parts with words like halves or thirds.

2.G.A.3 I can understand that equal parts of a shape may look different depending on how I divide the shape.