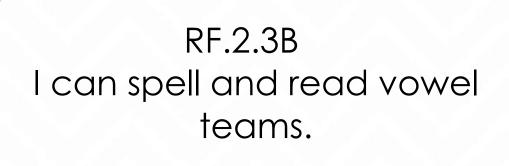I can understand how text is supposed to be read.

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

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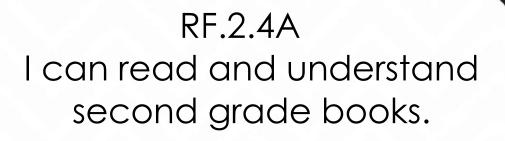I can read long and short vowels correctly in words.

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.

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, understand and tell about fiction.

RL

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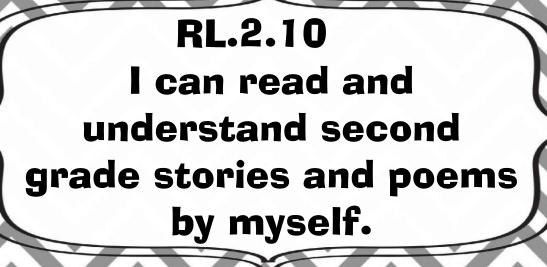I can describe how characters in a story react to important events in the story.

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.

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, understand and tell about nonfiction.

RI

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.

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

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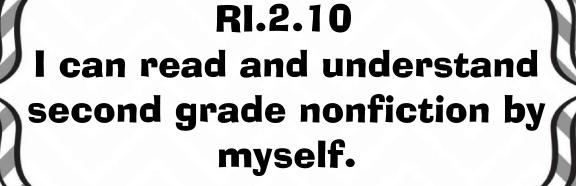
RI.2.6
I can tell the author's main purpose in nonfiction writing.

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 the important points in two pieces of nonfiction about the same topic are the same and different.

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

I can write different types of writing for different reasons.

W

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

W

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

W

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

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

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

SL

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.

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 my ideas and
what I have learned.

SL

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
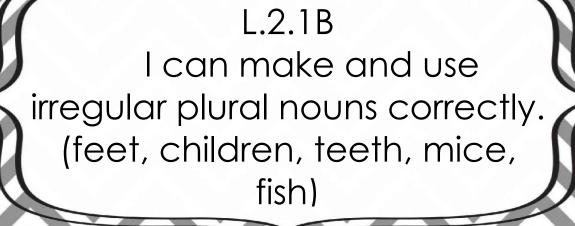I can make a recording of a story or poem.

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.

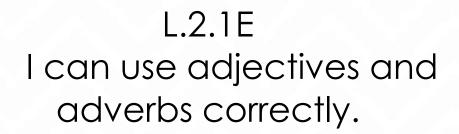I can use proper English when I write and speak.

L

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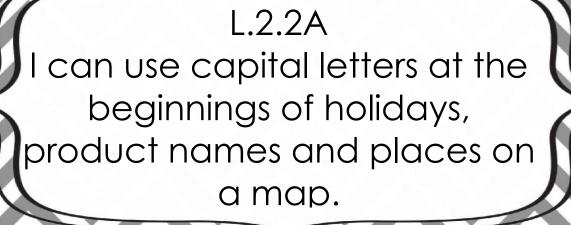
L.2.1B
I can make and use irregular plural nouns correctly. (feet, children, teeth, mice, fish)

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

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

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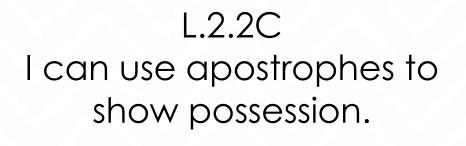I can use adjectives and adverbs correctly.

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

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.

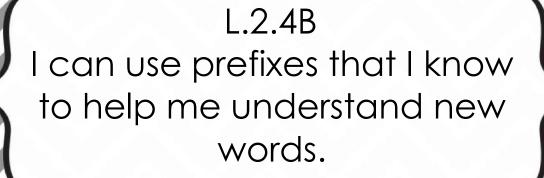I can use what I know about language in different situations.

L

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

L

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.

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

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

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 write and solve problems using addition and subtraction.

OA

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

OA

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

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

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

OA

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 understand place value.

NBT

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.

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

NBT

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.

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 measure and estimate lengths of objects.

MD

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

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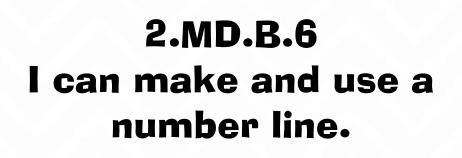I can use two different units to measure the same object and tell how the measurements compare.

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 use what I know about addition and subtraction to understand.
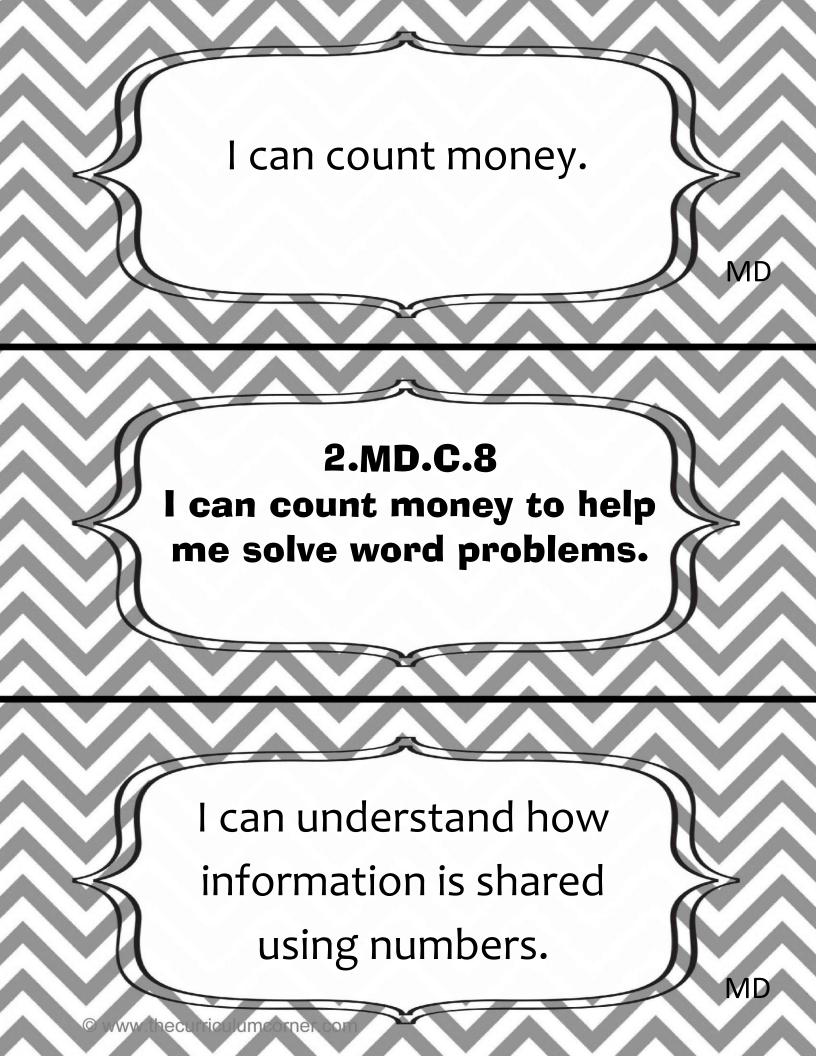
MD

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 understand how to tell time.

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

MD

I can count money.

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

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.

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 understand shapes better by using what I notice about them.

G

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.