



2nd Grade

Common Core
Standards

Reading

Reading Literature

RL.2.1

I can ask and answer who, what, when, where, why and how questions to show that I understand the reading.

RL.2.2

I can remember the details, central message, lessons, and morals presented in stories that I have read.

RL. 2.3

I can tell you how characters in a story respond to the things that happen to them in the story.

RL. 2.4

I can tell how words and phrases in stories, poems, and songs can create rhythm and meaning.

RL.2.5

I can retell a story with an introduction and conclusion.

RL.2.6

I can show that I know when a different character is speaking in a story by speaking in different voices when I am reading the words of different characters.

RL. 2.7

I can use things that I learned from the pictures and words in a text to better understand characters, setting, and plots.

RL.2.9

I can compare and contrast different versions of the same story by different authors or from different cultures.

RL. 2.10

I can read stories and understand what I read.

Reading

Reading Informational Text

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

RI.2.2 I can find the main topic of the reading. I can find the main idea in each paragraph of the reading.

RI. 2.3 I can talk about the connections between events in history, science topics, or steps in technological procedures in a text.

RI. 2.4 I can find the meaning of words or phrases in a text.

RL.2.5 I can locate features of the text including: captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. I can use those features to locate key facts and information.

RL.2.6 I can find the author's main purpose in a text.

RI. 2.7 I can tell you how images in the reading help me to make sense of the text.

RI.2.8 I can tell you how the author's reasons support the main points in a text.

RI. 2.9 I can compare similarities and differences between the main points in two texts on the same topic.

RI. 2.10 I can read and understand informational text.

Reading

Reading Foundational Skills

RF.2.3

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

RF.2.3a

I can read long and short vowels in words.

RF. 2.3b

I can tell you the sounds made by common vowel teams.

RF. 2.3c

I can read words with two-syllables which have long vowels.

RF.2.3d

I can read words with common prefixes and suffixes.

RF.2.3e

I can read words that I have seen often even if the spelling is not common.

RF. 2.3f

I can read words that are not spelled the way that they sound.

RF.2.4

I can I can read at my grade level.

RF. 2.4a

I can read and show that I understand what I am reading.

RF. 2.4b

I can read aloud without making mistakes, at a good pace, and correct my mistakes.

RF. 2.4c

I can stop myself if I make mistakes while I am reading and correct my mistakes.

Writing

Opinion

W. 2.1 I can write about my opinion, give reasons to support my opinion, and end my writing with a conclusion.

Informational

W. 2.2 I can write information/explanatory texts with a topic, supporting points , and a conclusion.

Narrative

W. 2.3 I can write a narrative about an event with detailed descriptions and closure.

Writing Process Use of Technology & Research

W. 2.4 I can get help from adults to make my writing better.

W. 2.5 I can get help from adults and peers to edit and revise my writing.

W. 2.6 I can use technology to produce and publish my writing.

W. 2.7 I can work on research and writing projects with my peers.

W. 2.8 I can find information to answer a question.

W. 2.10 I can work on writing projects that take more than one day to finish and I can work on quick writing projects.

English Language

Language Skills

L.2.1 I can use proper English when I write and speak.

L. 2.1a I can write documents with printing that is easy for others to read.

L.2.1b I can use collective nouns. For example, a group of students.

L.2.1c I can make and use irregular plural nouns. Some examples of irregular plural nouns are feet, children, teeth, mice and fish.

L.2.1d I can use reflexive pronouns. Some examples of reflexive pronouns are myself and ourselves.

L.2.1e I can make and use the past tense of frequently occurring irregular verbs. Some examples include sat, hid, and told.

L.2.1f I can use adjectives and adverbs.

L.2.1g I can make and modify simple and compound sentences.

L.2.2 I can correctly use capitalization, punctuation, and spelling when writing.

L.2.2a I can capitalize holidays, product names, names of people and geographic names.

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

L.2.2c I can use an apostrophe to form contractions and possessives.

English Language

Language Skills

L. 2.2d I can use spelling patterns when writing words.

L.2.2e I can use a tool like a dictionary to check my spelling.

L.2.3 I can use what I know about the English language when I am writing, speaking, reading and listening.

L.2.3a I can compare formal and informal ways of speaking.

L.2.4 I can figure out the meaning of words and phrases.

L.2.4a I can use the sentence that a word is in to figure out the meaning of the word.

L.2.4b I can use what I know about prefixes to help me figure out the meaning of the word.

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

L.2.4d I can use the meaning of individual words to help me find the meaning of compound words.

L.2.4e I can use glossaries and dictionaries to find the meaning of words and phrases.

L.2.5 I can tell you how two words are related and describe the differences in word meanings.

L.2.5a I can identify real-life connections between words and their use.

L.2.5b I can describe the differences between verbs that are similar in meaning.

L.2.6 I can use words that I learn at school.

Speaking & Listening

Speaking & Listening Skills

SL.2.1

I can participate in conversations with peers and adults.

SL.2.1a

I can follow class rules for talking during conversations.

SL.2.1b

I can remember what my peers have said in class and connect what they have shared with the things that other students have shared during discussions.

SL.2.1c

I can ask and answer questions to better understand information about a topic or text.

SL.2.2

I can talk about information that I learned in class.

SL.2.2a

I can give and follow 3 and 4-step oral directions.

SL.2.3

I can ask and answer questions to better understand information that is being presented by a speaker.

SL.2.4

I can share a story of talk about something that happened to me in a way that others understand.

SL.2.4a

I can plan and practice telling a story before presenting to my class.

SL.2.5

I can retell stories, create pictures, and recount experiences to better understand a story.

SL.2.6

I can ask and answer questions with complete sentences.

Math

Numbers & Operations in Base Ten

NBT.1

I can tell you what each digit in a three digit number represents. For example, 302 equals 3 hundreds, 0 tens and 2 ones.

NBT.1a

I can show you that 100 is a bundle of ten tens called a “hundred”.

NBT. 1b

I can show you that three digit numbers with zeros in the tens and ones place are a group of some hundreds with 0 tens and 0 ones.

NBT. 2

I can count within 1000. I can skip count by 2s, 5s, 10s and 100s.

NBT. 3

I can read and write numbers to 1000 using base-ten numerals, number names and expanded form.

NBT. 4

I can compare two three digit numbers and tell you if they are the same or if one is greater. I can record the results of my comparison.

NBT. 5

I can add and subtract within 100 using many strategies.

NBT. 6

I can add up to four two-digit numbers using many strategies.

NBT. 7

I can add and subtract within 1000. I can show my thinking in a variety of ways.

NBT. 7.1

I can use estimation strategies to make reasonable estimations.

NBT. 8

I can add or subtract 10 or 100 from a number without having to write it down.

NBT. 9

I can explain why my strategies for solving addition and subtraction problems work.

Math

Measurement & Data

MD.1

I can use different tools to measure objects.

MD. 2

I can measure the length of an object using two different units.

MD. 3

I can estimate lengths using units of inches, feet, centimeters, and meters.

MD. 4

I can measure two objects to find out which one is longer. I can find the difference between their measures and write it down with the correct units.

MD. 5

I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit.

MD. 6

I can represent whole numbers correctly on a number line. I can use a number line to add and subtract within 100.

MD. 7

I can tell time to the nearest 5 minutes. I can tell you if it is a.m. or p.m.

MD. 8

I can solve word problems involving money. I can use combinations of dollars, quarters, dimes, nickels, and pennies to solve problems.

MD. 9

I can measure the length of objects and represent my data on a line plot.

MD. 10

I can draw a picture graph or a bar graph to represent data.

Math

Geometry

G.1

I can recognize and draw shapes. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

G.2

I can create rows and columns of same sized squares in a given rectangle. I can count the squares and tell you how many are present.

G.3

I can create two, three, and four equal shares of a circle or a rectangle. I can talk about the shares that I have created using words like halves, thirds, and fourths.

Operations & Algebraic Thinking

OA.1

I can solve one and two step word problems with addition and subtraction within 100.

OA.2

I can add and subtract within 20 without having to write anything down.

OA.3

I can tell the difference between even and odd numbers up to 20. I can write a number sentence to show that two of the same numbers added together equal an even number.

OA.4

I can add numbers in an array of rows and columns (up to 5 in each). I can show my answers in a number sentence