### "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.
- $\square$  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 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.

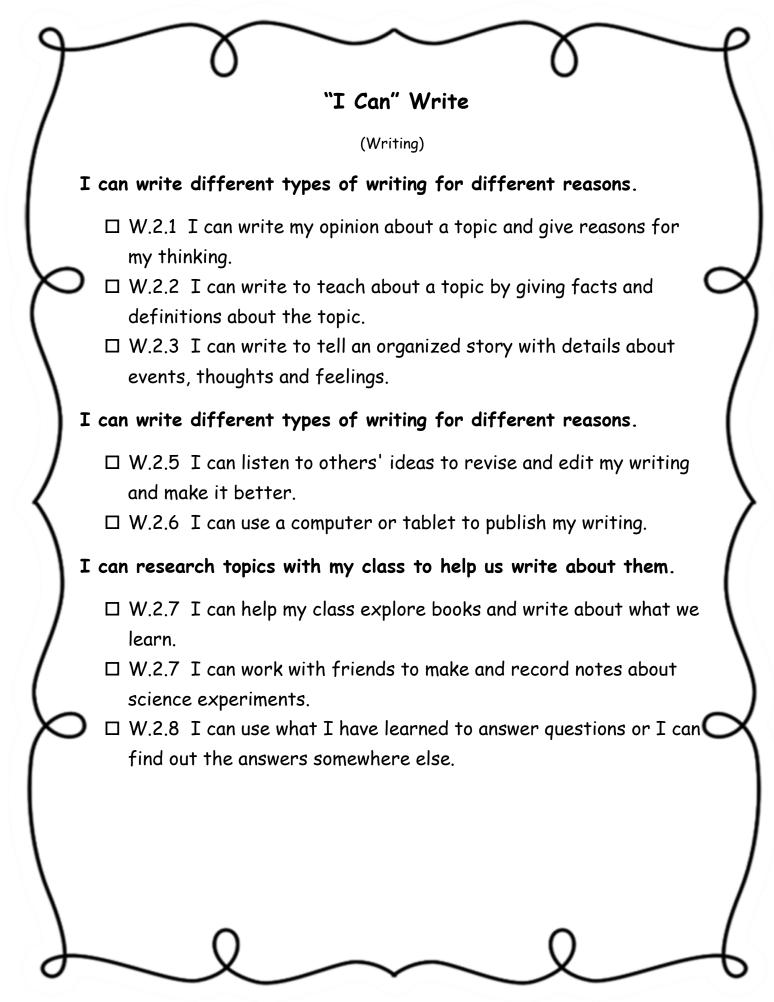
- □ RL.2.1 I can ask and answer who, what, where, when, why and how questions to show that I understand stories.
- □ RL.2.2 I can remember and tell different kinds of stories and share what the author is trying to teach.
- □ RL.2.3 I can describe how characters in a story react to important events in the story.
- □ 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.

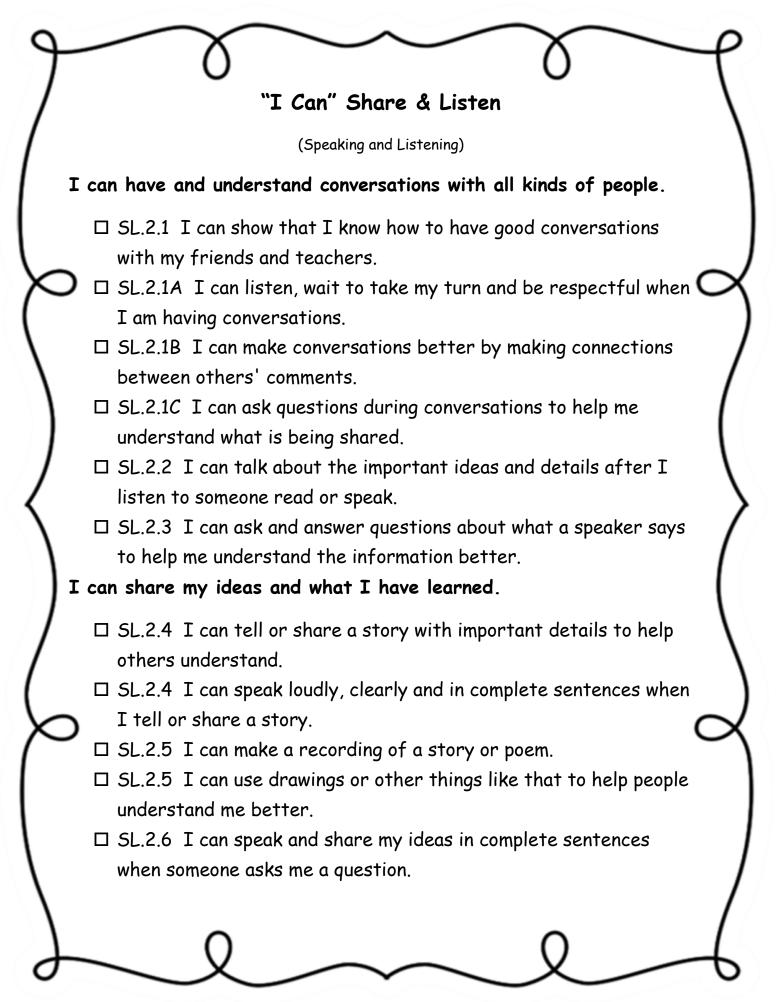
## "I Can" Read Nonfiction

(Reading - Informational Text)

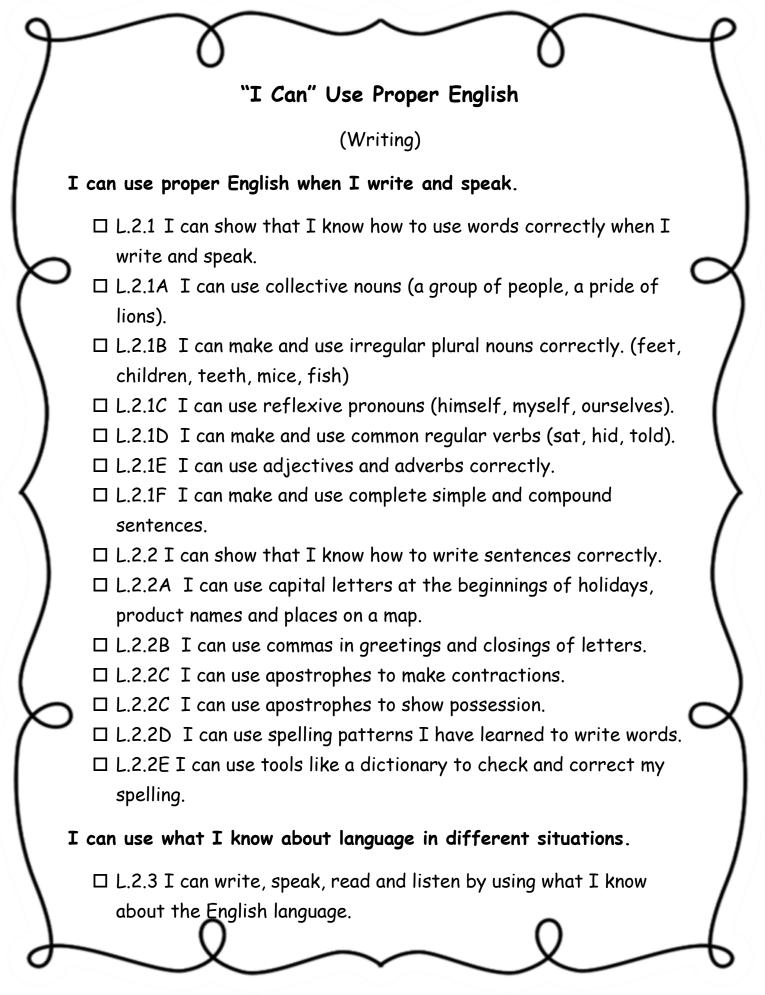
I can read, understand and tell about nonfiction.

- □ 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.
- □ 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.
- $\square$  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.





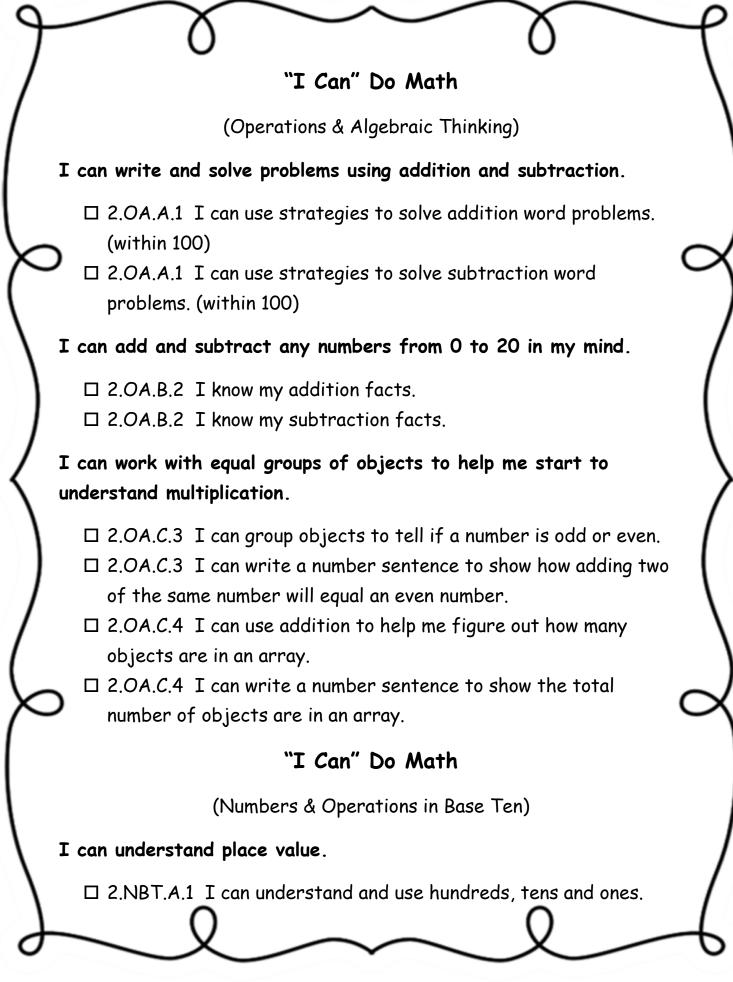
© www.thecurriculumcorner.com



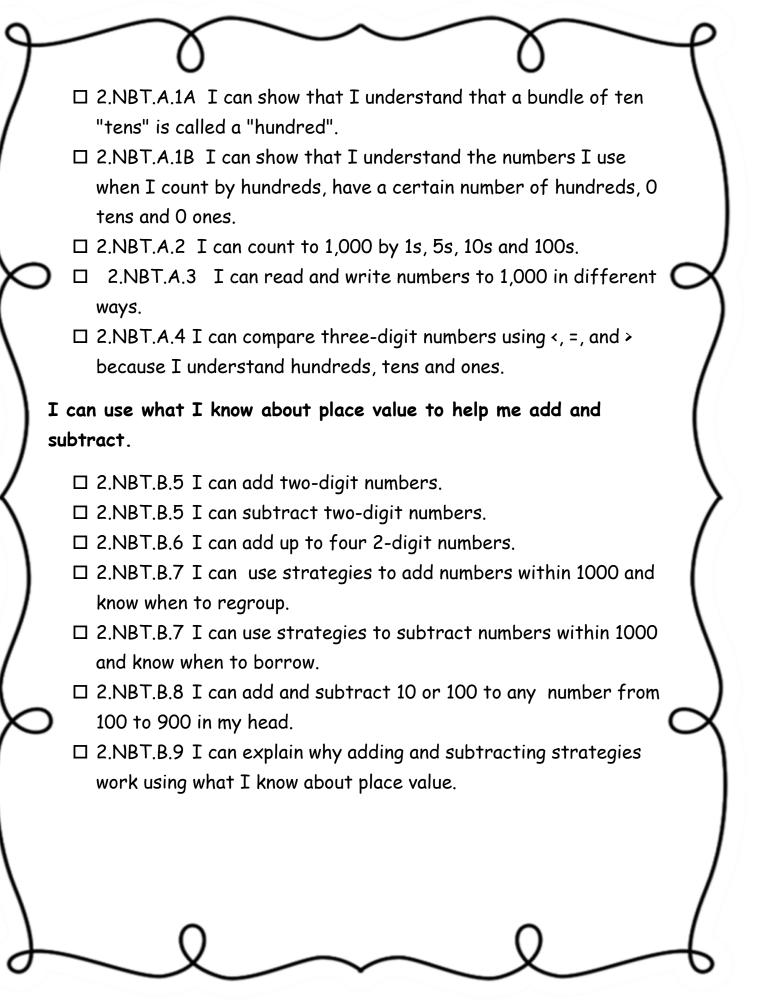
□ L.2.3A I can compare formal and informal ways that people speak English.

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

- □ L.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.
- $\Box$  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 means.
- □ 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.



© www.thecurriculumcorner.com



## "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 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 understand how to tell time.

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

 $\Box$  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 understand how information is shared using numbers.

2.MD.D.9 I can make a table to organize information about measurement.  $\square$  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" 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.