

ENGLISH LANGUAGE ARTS
“I CAN STATEMENTS”
GRADE TWO

RL: Reading Standards for Literature
RI: Reading Standards for Informational Text
RF: Reading Standards for Foundational Skills
W: Writing Standards
SL: Speaking and Listening Standards
L: Language

FIRST QUARTER

- RL4. I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI2a. I can identify the main topic of a paragraph.
- RI7. I can explain how an image helps me understand a text.
- RF3a. I can tell the difference between long and short vowels when reading one-syllable words.
- RF4a. I can read on-level text and show understanding of what was read.
- RF4b. I can read text fluently with changes in my voice, timing, and expression.
- W8a. I can use background knowledge to answer a question.
- SL1a. I can follow classroom rules for discussions.
- SL1b. I can keep a conversation going by making a comment on the topic.
- SL1c. I can ask a question if I don't understand the speaker.
- SL3. I can ask for more information from the speaker.
- SL4b. I can speak loudly enough that everyone can hear me.
- SL6. I can produce complete sentences to give others information.
- L1a. I can use collective nouns.
- L1f. I can create a simple sentence and then I can expand it to make a compound sentence.
- L2d. I can write words that follow spelling patterns.
- L4d. I can choose two words to put together to make a compound word.

SECOND QUARTER

- RL1b. I can ask such questions as who, what, where, when, why and how to show understanding of key details in a text.
- RL3. I can describe how characters in a story respond to major events and challenges.
- RL5. I can describe the structure of a story (e.g., how the beginning introduces the story and how the ending concludes the action).
- RL7. I can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RI3b. I can analyze a set of directions to see if they are in order.
- RI6. I can explain why the author wrote this text.
- RF3c. I can decode two-syllable words with long vowels.
- RF4a. I can read on-level text and show understanding of what was read.
- RF4b. I can read text fluently with changes in my voice, timing, and expression.
- W1. I can write opinion pieces giving reasons using topic sentences, supporting details,

and a closing sentence.

- W5. I can write on a topic and revise and edit as needed.
- W8b. I can use research to answer a question.
- SL2. I can retell a text using key details.
- SL4a. I can tell a story using facts and details.
- L1b. I can use irregular plural nouns (e.g., feet, children).
- L2a1. I can use correct capitalization for holidays.
- 2a2. I can use correct capitalization for product names.
- L2a3. I can use correct capitalization for geographic names.
- L2b. I can use commas correctly in the parts of a letter.
- L2d. I can write words that follow spelling patterns.
- L2e. I can check and correct spelling using a reference book or on-line.
- L3. I can describe the similarities and differences between formal and informal use of English.
- L4b. I can add a prefix to a word and know its meaning.
- L4c. I can use a known root word as a clue to the meaning of an unknown word with the same root.
- L5b. I can identify and use synonyms and antonyms properly.
- L6. I can use vocabulary I've learned from my conversations and readings.

THIRD QUARTER

- RL1a. I can answer such questions as who, what, where, when, why and how to show understanding of key details in a text.
- RL6. I can acknowledge differences in the points of view of characters (e.g., speaking in a different voice for each character when reading dialogue aloud).
- RI2b. I can identify the main topic of a multi-paragraph text.
- RI3a. I can explain a series of events in order.
- RI4. I can determine the meaning of words and phrases in a text.
- RI5. I can use text features to locate information quickly.
- RF3b. I can match vowel teams to the spelling sounds they make.
- RF3d. I can decode words with common prefixes and suffixes.
- RF3f. I can recognize and read irregularly spelled words.
- RF4a. I can read on-level text and show understanding of what was read.
- RF4b. I can read text fluently with changes in my voice, timing, and expression.
- RF4c. I can monitor reading comprehension by identifying word errors and correcting myself.
- W2. I can write informative/explanatory texts using a topic sentence, supporting details, and a closing sentence.
- W6. I can use technology to create and publish my writing.
- SL5. I can create a story/poem, illustrate it, and record it.
- L1c. I can use personal pronouns (e.g., myself, ourselves).
- L1e. I can select and use adjectives and adverbs correctly.
- L2c2. I can use an apostrophe to form possessives.
- L2d. I can write words that follow spelling patterns.
- L4e. I can locate the meaning of words in a reference book or on-line.
- L5a. I can identify and use descriptive words.

FOURTH QUARTER

- RL2a. I can recount/retell stories, including fables and folktales from diverse cultures.
- RL2b. I can determine the central message, lesson, or moral of stories, including fables and folktales from diverse cultures.
- RL9. I can compare and contrast two or more versions of the same story (e.g., different authors, different cultures).
- RL10. I can read and understand literature at or above grade level.
- RI1. I can answer and ask who, what, where, when, why and how questions.
- RI8. I can describe the author's thinking for giving specific details/reasons in the text.
- RI9. I can compare and contrast the key points on a topic using two texts.
- RI10. I can read and comprehend informational texts at or above grade level.
- RF3e. I can identify words that do not follow common spelling patterns.
- RF4a. I can read on-level text and show understanding of what was read.
- RF4b. I can read text fluently with changes in my voice, timing, and expression.
- RF4c. I can monitor reading comprehension by identifying word errors and correcting myself.
- W3. I can write narratives using details to describe actions, thoughts, and feelings.
- W7. I can work with a group of my peers researching and writing on a topic.
- L1d. I can use the past tense of irregular verbs (e.g., sat, hid, told).
- L2c1. I can use an apostrophe to form contractions.
- L2d. I can write words that follow spelling patterns.
- L4a. I can use context clues in a sentence to figure out the meaning of words.