

2nd Grade		Student Friendly Standard	Introduced	Reviewed	Mastered	Student Vocab	Resources	Assessment			
<b>Writing</b>						(school approved)					
W2.1	Write opinion pieces using LC checklist.	I can write opinion pieces using reasons to support my opinion.		x		Opinion	LC	Checklist			
W2.2	Write informative and explanatory pieces using LC checklist	I can write an informative piece that includes an introduction, facts, and a conclusion.		x		Introduction, Conclusion	LC	Checklist			
W2.3	Write narrative pieces using LC Checklist.	I can write a narrative using sequenced and details to describe actions, feelings, thoughts and a specific purpose.		x		Sequencing, details	LC	Checklist			
W2.5	With guidance, and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	I can respond to questions and suggestions from my peers and teachers to make my writing better.		x		Suggestions	LC	Observation			
W2.7	Participate in shared research and writing projects.	I can research a topic and write about it with my partner or group.		x		Research	LC				
W2.8	Recall information from experiences or gather information from provided sources to answer a question.	I can use my background knowledge or research information to answer a question.		x		Background knowledge, research	LC				
<b>Language</b>											
W2.10	Demonstrate command of the conventions of standard English grammar and usage in writing.	I can use proper grammar while writing.		x		Grammar					
	a. Use collective nouns when writing	I can use nouns while writing.		x		Nouns					
	b. form and use frequently-occurring irregular plural nouns (e.g. feet)	I can create and use plural nouns.			x	Plural Nouns					
	c. Use reflexive pronouns (myself)	I can use reflexive pronouns while writing.	x	x		Reflexive pronouns					
	d. form and use past tense of frequently-occurring irregular verbs (told)	I can create and use past tense verbs while writing.		x	x	Past tense, verbs					
	e. Use adj. and adverbs, and choose between them.	I can use adjectives and adverbs in my writing and choose when to use them.		x		Adjectives, adverbs					
	F. produce, expand, and rearrange complete simple and compound sentences.	I can create, expand, and rearrange complete sentences.		x	x	Expand, Rearrange, Complete sentence					
W2.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing										
	a. capitalize holidays, product names, and geographic names	I can capitalize holidays, product names, and places.		x	x	Holidays, Products, capitalization					
	b. use commas in greetings and closings of letters.	I can use commas in greetings and closings of letters.	x	x		Commas, Greetings, Closings					
	c. use an apostrophe to form contractions and frequently occurring possessives	I can use an apostrophe to form contractions and possessives.	x	x		Apostrophe, contractions, possessives					
	d. generalize learned spelling patterns when writing words	I can use spelling patterns while writing sentences. (oy, oi)		x	x	Spelling Patterns	Pathways				
<b>Speaking and Listening</b>											
SL.2.1	Participate in collaborative conversations about Grade 2 topics and texts with peers and adults in small and larger groups.	I can have conversations with my peers and adults about 2nd Grade topics and texts.		x	x	conversations (good)					
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can retell or describe ideas and details from a story.		x	x	details, retell					
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask and answer questions about what a speaker says to clarify information or gather more information.		x	x	clarify information, gather information					

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story or remember a story using facts, details and complete sentences.	x	x	details				
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I can create recordings or add drawings to stories or experiences to clarify my idea.	x	x	clarify				
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating grammatically correct English.	I can speak in complete sentences to add more details to clarify while using correct grammar.	x	x	details, clarify, correct grammar				
SL.2.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.	I can use correct grammar while speaking.	x	x	correct grammar				
	a. Use collective nouns when speaking.	I can use nouns while speaking.	x	x	nouns				
	b. Form and use frequently-occurring irregular plural nouns	I can create and use plural nouns while speaking.	x	x	plural nouns				
	c. Use reflexive pronouns.	I can use reflexive pronouns while speaking.	x	x	reflexive pronouns				
	d. Form and use past tense of frequently-occurring irregular verbs	I can create and use past tense verbs while speaking.	x	x	past tense, verbs				
	e. Use context appropriate adjectives and adverbs.	I can use adjectives and adverbs while speaking.	x	x	adjectives, adverbs				
	f. Produce complete simple and compound sentences.	I can create complete and compound sentences while speaking.	x	x	complete sentence, compound sentence				
	<b>Reading Foundations</b>								
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	I can read words by using what I know about letters and sounds.	x	x					
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	I can read long and short vowels correctly in words.	x	x	long vowels, short vowels	Pathways			
	b. Know correspondences for additional common vowel teams.	I can spell and read vowel teams.	x	x	vowel teams	Pathways			
	c. Decode regularly spelled two -syllable words with long vowels.	I can read longer words with long vowel sounds.	x	x	long vowels	Pathways			
	d. Decode words with common prefixes and suffixes	I can read words with common prefixes and suffixes.	x	x	prefixes, suffixes	Pathways			
	e. Identify words with inconsistent but common spelling-sound correspondences.	I can find words that don't follow normal spelling-sound rules, but are common.	x	x	common	Pathways			
	f. Recognize and read grade-appropriate words.	I can read second grade words that aren't spelled the way they sound.	x	x		Pathways			
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	I can read fluently and understand books at my level well.	x	x	fluent reading				
	a. Read on-level text with purpose and understanding.	I can read and understand second grade books.	x	x					
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	I can read out loud with expression and accuracy.	x	x	expression, accuracy				
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can reread to understand what words mean and correct myself when the text doesn't make sense.	x	x	self correct				
	<b>Reading: Literature</b>								
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I can ask and answer questions about details in the text.	x	x	details				
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can remember and tell different kinds of stories and share what the author is trying to teach.	x	x	retell, details, lesson, central message				
RL.2.3	Describe how characters in a story respond to major events and challenges.	I can describe how characters in a story react to important events in the story.	x	x	characters, setting, events, details				
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	I can describe how a story is written including the important parts of a beginning and an ending.	x	x	beginning, ending, important parts				

RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can show that I know the characters in a story by telling about them or by using different characters voices when I read aloud.	x	x	characters				
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story.	x	x	characters, setting, events				
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	I can compare two or more versions of a story.	x		compare, contrast, versions				
RL.2.10	Use knowledge of language and its conventions to compare formal and informal uses of English.	I can decide when it is appropriate to use formal language and informal language based on the situation.	x		formal language, informal language				
RL.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse). e. Use glossaries and beginning dictionaries, both print and digital	a. I can use clues in the sentence to help me understand words. b. I can understand a new word when a prefix is added. c. I can use the root word to try to figure out the meaning of a new word with the same root. d. I can use my knowledge to predict meanings of new compound words. e. I can use glossaries and dictionaries to help me.	x		prefix, root word, compound words, glossaries, dictionaries				
RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.								
<b>Reading: Information</b>									
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.	I can ask and answer who, what where, when, why, and how questions about a nonfiction text.	x	x	questions				
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I can tell the main idea of a nonfiction text and paragraphs within it.	x		main idea				
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can make connections between different events in history and different scientific ideas.	x		connections				
RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	I can figure out the meanings of words when I am studying a second grade topic.	x						
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.	x		captions, bold print, subheadings, glossaries, indexes, etc.				
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	I can tell the author's main purpose in nonfiction writing.	x		author's main purpose	<a href="https://drive.google.com/open?id=1MtlUcYO5D_2BuWAHkiOvViaVuoiH6iV">https://drive.google.com/open?id=1MtlUcYO5D_2BuWAHkiOvViaVuoiH6iV</a>			
RI.2.7	Explain how specific images (a diagram showing how a machine works) contributes to and clarify a text.	I can use diagrams and pictures to help me understand nonfiction.	x	x	diagrams				
RI.2.8	Describe how reasons support specific points the author makes in a text.	I can describe how reasons support the points that an author is trying to make.	x		author's reasons				
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	I can compare details in two pieces of nonfiction about the same topic.	x		compare and contrast				
RI.2.10	Use knowledge of language and its conventions to compare formal and informal uses of English.	I can decide when it is appropriate to use formal language and informal language based on the situation.	x		formal language, informal language				

RI.2.11	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy)</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital</p>	<p>a. I can use clues in the sentence to help me understand words. b. I can understand a new word when a prefix is added. c. I can use the root word to try to figure out the meaning of a new word with the same root. d. I can use my knowledge to predict meanings of new compound words. e. I can use glossaries and dictionaries to help me.</p>	x			prefix, root word, compound words, glossaries, dictionaries					
RI2.12	<p>Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.</p>	<p>a. I can identify real life connections while reading. b. I can understand different meanings between close words.</p>	x			real life connections, close words					
RI2.13	<p>Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and understand second grade nonfiction text by myself.</p>	x								