

## **GRADE TWO LANGUAGE ARTS I can**

- I can generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
- I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- I can use knowledge of language and its conventions when writing, speaking, reading, or listening.
- I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- I can read grade-level text with purpose and understanding.
- I can read grade-level text orally with accuracy, appropriate rate, and expression.
- I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- I can participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- I can ask for clarification and further explanation as needed about the topics and texts under discussion.
- I can 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 recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- I can recall information from experiences or gather information from provided sources to answer a question.
- I can distinguish long and short vowels when reading regularly spelled one-syllable words.
- I can compare and contrast the most important points presented by two texts on the same topic.

- I can follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 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.
- I can identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- I can with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- I can know spelling-sound correspondences for additional common vowel teams.
- I can use sentence-level context as a clue to the meaning of a word or phrase.
- I can 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 characters in a story respond to major events and challenges.
- I can capitalize holidays, product names, and geographic names.
- I can explain how specific images (e.g., a diagram showing how a machine works) contribute to & clarify text.
- I can determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area.
- I can write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- I can decode regularly spelled two-syllable words with long vowels.
- I can use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- I can compare formal and informal uses of English Vocabulary Acquisition and Use.
- I can use collective nouns (e.g., group).
- I can 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 describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- I can with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- I can use commas in greetings and closings of letters.
- I can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within texts.
- I can write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- I can decode words with common prefixes and suffixes.
- I can use an apostrophe to form contractions and frequently occurring possessives.
- I can determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- I can use reflexive pronouns (e.g., myself, ourselves).
- I can write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words

(e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

- I can identify words with inconsistent but common spelling-sound correspondences.
- I can 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 use adjectives and adverbs, and choose between them depending on what is to be modified.
- I can 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 recognize and read grade-appropriate irregularly spelled words.
- 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.
- I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- I can describe how reasons support specific points the author makes in a text.
- I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- I can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

- I can distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- I can demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- I can produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- I can participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- I can know and apply grade-level phonics and word analysis skills in decoding words.
- I can read with sufficient accuracy and fluency to support comprehension.
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- I can build on others' talk in conversations by linking their comments to the remarks of others.
- I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- I can by the end of the year, read and comprehend informational texts, including history/ social studies, science and technical texts, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the high end of the range.
- I can by the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- I can produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).