

Second Grade ELA I Can Statements

- I can ask and answer such questions as **who**, **what**, **where**, **when**, **why**, and **how** to demonstrate understanding of key details in a text. [Reading Standards for Literature Key Ideas and Details 2.1](#)
- I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [Reading Standards for Literature Key Ideas and Details 2.2](#)
- I can describe how characters in a story respond to major events and challenges. [Reading Standards for Literature Key Ideas and Details 2.3](#)
- I can describe how words and phrases supply rhythm and meaning in a story, poem, or song. [Reading Standards for Literature Craft and Structure 2.4](#)
- I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [Reading Standards for Literature Craft and Structure 2.5](#)
- I can acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud. [Reading Standards for Literature Craft and Structure 2.6](#)
- 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. [Reading Standards for Literature Integration of Knowledge & Ideas 2.7](#)
- I can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [Reading Standards for Literature Integration of Knowledge & Ideas 2.9](#)
- I can read and comprehend literature including stories and poetry in the grades 2–3 text complexity band proficiently by the end of the year. [Reading Standards for Literature Range or Reading & Level of Text Complexity 2.10](#)
- I can ask and answer such questions as **who**, **what**, **where**, **when**, **why**, and **how** to demonstrate understanding of key details in a text. [Reading Standards for Informational Text Key Ideas and Details 2.1](#)
- I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. [Reading Standards for Informational Text Key Ideas and Details 2.2](#)
- I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [Reading Standards for Informational Text Key Ideas and Details 2.3](#)

- I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [Reading Standards for Informational Text Craft and Structure 2.4](#)
- I can know and use various text Features such as captions, bold print, sub-headings, glossaries, and indexes to locate key facts or information in a text efficiently. [Reading Standards for Informational Text Craft and Structure 2.5](#)
- I can identify the main purpose of a text, including what the author wants to answer, explain, or describe. [Reading Standards for Informational Text Craft and Structure 2.6](#)
- I can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [Reading Standards for Informational Text Integration of Knowledge & Ideas 2.7](#)
- I can describe how reasons support specific points the author makes in a text. [Reading Standards for Informational Text Integration of Knowledge & Ideas 2.8](#)
- I can compare and contrast the most important points presented by two texts on the same topic. [Reading Standards for Informational Text Integration of Knowledge & Ideas 2.9](#)
- I can read and comprehend informational texts in the grades 2–3 text complexity band proficiently by the end of the year. [Reading Standards for Informational Range or Reading & Level of Text Complexity 2.10](#)
- I can use phonics to help me read words.. [Reading Standards: Foundational Skills Phonics and Word Recognition 2.3](#)
 - I know the difference between long and short vowels
 - I can read prefixes and suffixes
 - I can read and spell second grade words
- I can read fluently and with accuracy... [Reading Standards: Foundational Skills Fluency 2.4](#)
 - I can use context clues.
 - I can reread to gain better understanding
 - I can read with expression
- I can state and write an opinion. I can supply reasons that support the opinion, and provide a concluding statement. (My opinion reasons and conclusion connect). [Writing Standards Text Types and Purposes 2.1](#)

- I can write informative/explanatory piece in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement. [Writing Standards Text Types and Purposes 2.2](#)
- I can write narratives in which they recount an event, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [Writing Standards Text Types and Purposes 2.3](#)
- I can, with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [Writing Standards Production and Distribution of Writing 2.5](#)
- I can, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [Writing Standards Production and Distribution of Writing 2.6](#)
- I can participate in shared research and writing projects. [Writing Standards Production and Distribution of Writing 2.7](#)
- I can recall information from experiences or gather information from provided sources to answer a question. [Writing Standards Research to Build and Present Knowledge 2.8](#)
- I can understand and talk about what I hear with adults and peers in small and large groups about grade 2 topics and texts. [Speaking and Listening Comprehension and Collaboration 2.1](#)
- I can describe key ideas and details after I listen or read. [Speaking and Listening Comprehension and Collaboration 2.2](#)
- I can ask and answer a question about what a speaker says in order to show understanding. [Speaking and Listening Comprehension and Collaboration 2.3](#)
- I can tell a story aloud about an experience with facts and relevant details so others understand. [Speaking and Listening Presentation of Knowledge and Ideas 2.4](#)
- 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. [Speaking and Listening Presentation of Knowledge and Ideas 2.5](#)
- I can produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [Speaking and Listening Presentation of Knowledge and Ideas 2.6](#)
- I can use standard English and grammar when I speak or write. I can use... [Language Standards Conventions of Standard English 2.1](#)
- Reflexive pronouns

- Irregular verbs
- Adjectives and adverbs
- Complete and compound sentences

- I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [Language Standards Conventions of Standard English 2.2](#)
- I can use knowledge of language and its conventions when writing, speaking, reading, or listening. I can recognize formal uses of English. [Language Standards Knowledge of Language 2.3](#)
- I can determine the meaning of unknown and multiple meaning words and phrases. I can use prefixes and root words to help determine the meaning of new words. [Language Standards Vocabulary Acquisition and Use 2.4](#)
- I can use words acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. [Language Standards Vocabulary Acquisition and Use 2.5](#)
- I can demonstrate understanding Of word relationships and differences in word meanings. I make connections between words and their use and determine meaning of closely related verbs. [Language Standards Conventions of Standard English 2.6](#)