**I can ask and answer questions to demonstrate understanding of key details in a text.**

****

**RL.2.1 and RI.2.1**

**I can recount stories and determine their central message, lesson or moral.**

****

**What I was supposed to learn from this story is that …….**

**RL.2.2**

**I can describe how characters respond to major events and challenges.**

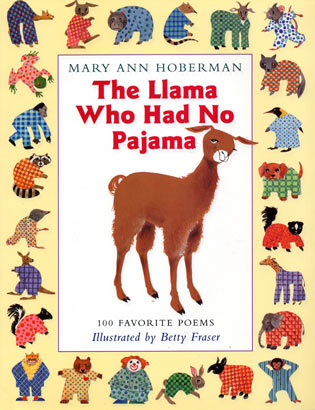
****

**In the story, didn’t you like how the boy fought**

**the giant?**

**RL.2.3**

**I can describe how words and phrases supply rhythm and meaning in a story, poem or song.**

** **

**RL.2.4**

**I can describe the overall**

**structure of a story.**

Every story has a **beginning** that introduces the story and an **end** that concludes it.

**RL.2.5**

**I can acknowledge differences**

**in the points of view of characters and can speak in different voices**

**for each character when reading.**

****

**I can see how the two characters had different ideas about things.**

**RL.2.6**

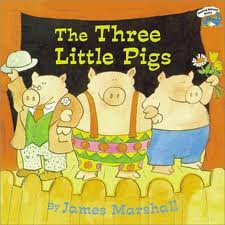
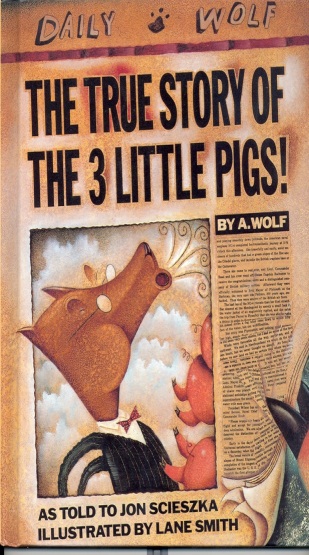
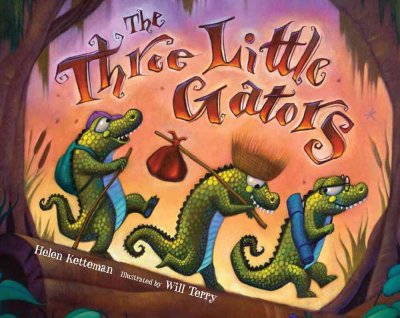
**I can use information from the illustrations and words to demonstrate understanding of the story’s characters, setting, or plot.**

****

**The words and pictures tell me about the characters, setting and plot.**

**RL.2.7**

**I can compare and contrast (show how they are alike and different) two or more versions of the same story by different authors or from different cultures.**

**  **

**RL.2.9**

**I can read and comprehend literature, including stories and poetry, in grades 2-3 text.**

** **

**RL.2.10**

**I can identify the main topic and focus of specific paragraphs in multi-paragraph texts.**

****

**The main idea of this story is…..**

**RI.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.**

****

**I can see how all this connects and fits together.**

**RI.2.3**

**I can determine the meanings of words and phrases in texts relevant to 2nd grade.**



**RI.2.4**

**I know and use various text features to locate key facts or information in a text.**

**GLOSSARY**



**SUBHEADING**

**CAPTION**

**INDEX**

**RI.2.5**

**I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.**

****

**I know why the author wrote this story.**

**RI.2.6**

**I can explain how specific images help a text**

**make sense.**

**The pictures really help me understand the story.**

****

**RI.2.7**

**I can describe how reasons support specific points the author makes in a text.**

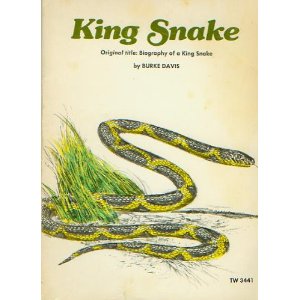
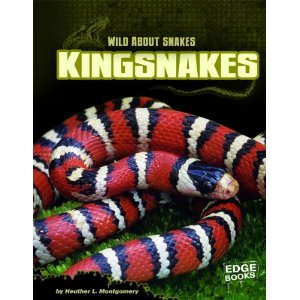
****

**I can see the reasons for what the author wrote.**

**RI.2.8**

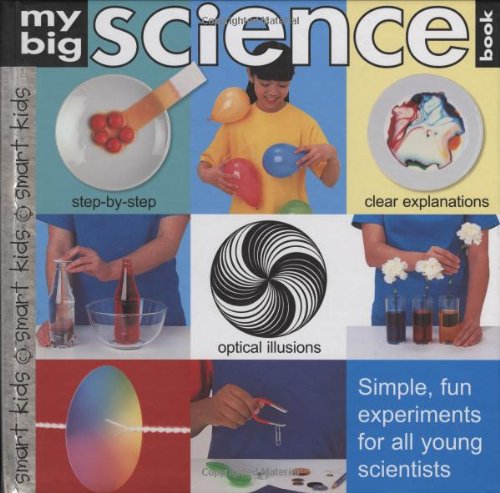
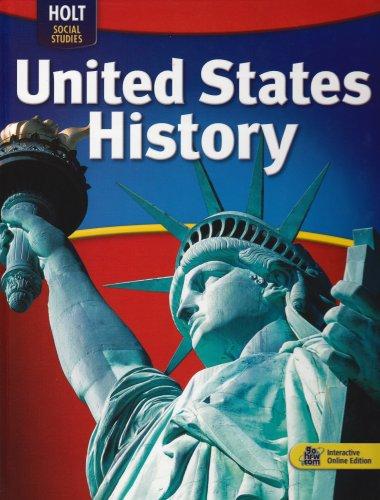
**I can compare and contrast (show how they are alike and different) the most important points presented by two texts**

**on the same topic.**



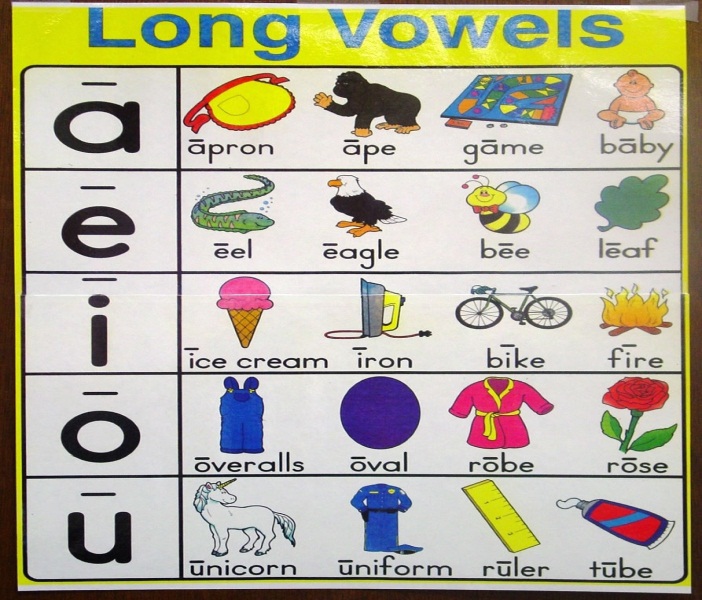
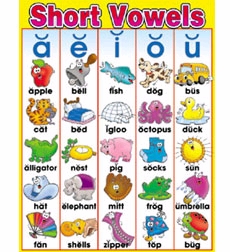
**RI.2.9**

**I can read and comprehend grade level informational texts, including history/social studies, science, and technical texts.**

**RI.2.10**

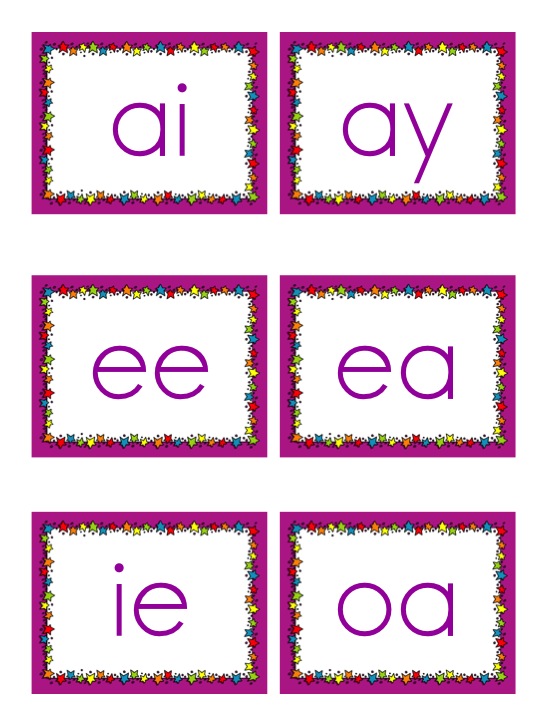
**I can distinguish long and short vowels when reading regularly spelled one-syllable words.**

** **

**RF.2.3A**

**I know spelling-sound correspondences for additional common**

**vowel teams.**



**RF.2.3B**

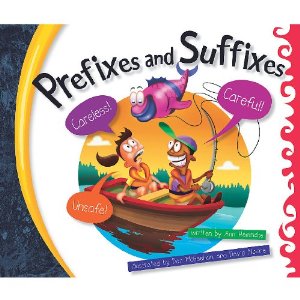
**I can decode regularly spelled two-syllable words with long vowels.**



**RF.2.3C**

**I can decode words with common prefixes**

**and suffixes.**



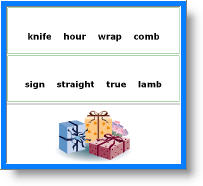
**RF.2.3D**

**I can identify words with inconsistent but common spelling-sound correspondences.**



**RF.2.3E**

**I can recognize and read grade-appropriate irregularly spelled words.**



**RF.2.3F**

**I can read on-level text with purpose and understanding.**

****

**RF.2.4A**

**I can read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**

****

**I can read with expression.**

**I can read fluently.**

**I can read without missing many words.**

**RF.2.4B**

**I can use context to confirm or self-correct words and understanding, rereading**

**as necessary.**

****

**I can use other ideas and words in the story to help me figure out words and understand the story.**

**RF.2.4C**

**  **

**I can write opinion pieces that…**

* **introduce the topic or book**
* **state an opinion,**
* **supply reasons that support the opinion,**
* **use linking words to connect opinion and reasons, and**
* **provide a concluding statement or section.**

**W.2.1**

**  **

**I can write informative/explanatory texts that…**

* **introduce a topic,**
* **use facts and definitions to develop points, and**
* **provide a concluding statement or section.**

**W.2.2**

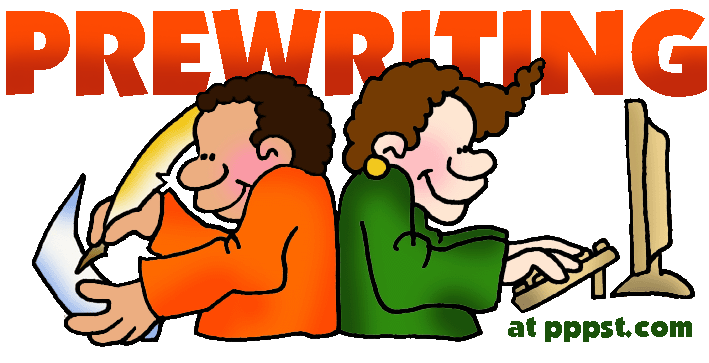
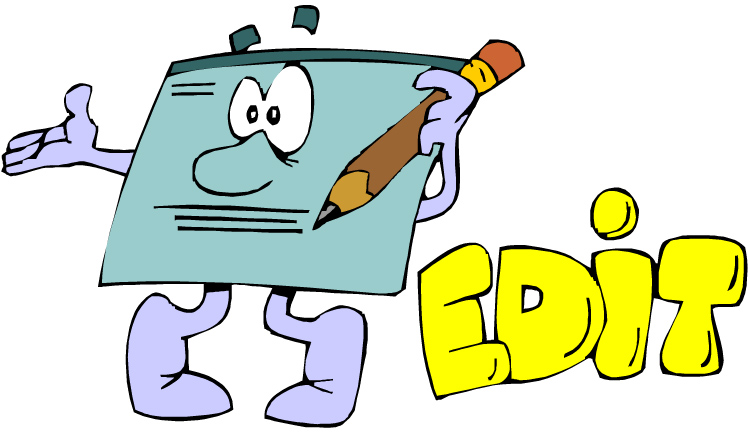
**  **

**I can write narratives in which I…**

* **recount a well-elaborated event or short sequence of events,**
* **include details to describe actions, thoughts, feelings,**
* **use temporal words to signal event order,**
* **provide a sense of closure.**

**W.2.3**

**With help, I can focus on a topic and strengthen writing as needed by prewriting, revising and editing.**

**W.2.5**

**With help from my class, I can use a variety of digital tools to produce and publish writing.**

** **

**W.2.6**

**I can participate in shared research and writing projects.**

****

**W.2.7**

**I can recall information from experiences or gather information from provided sources to answer a question.**

****

**W.2.8**

**I can follow agreed-upon**

**rules for discussions.**

****

**Take turns talking.**

**Listen to others.**

**SL.2.1A**

**I can build on others’ talk in conversations by linking their comments to the remarks of others.**

****

**I agree with what Susan said to John and**

**I also think……**

**SL.2.1B**

**I can ask for clarification and further explanation as needed about the topics and**

**texts under discussion.**

****

**I’m not sure I understand what you mean about that part of the story.**

**SL.2.1C**

**I can recount or describe key ideas or details from texts read aloud or information presented orally or through other media.**

****

**Let me tell you more about the story.**

**SL.2.2**

**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.**

** **

**SL.2.3**

**I can tell a story or recount an experience with appropriate facts and details, speaking audibly (so all can hear) in coherent sentences.**

****

**SL.2.4**

**I can use audio recordings, drawings or other visual displays to clarify ideas, thoughts, and feelings**

**about a story.**



**SL.2.5**

**I can produce complete sentences to provide requested detail or clarification.**



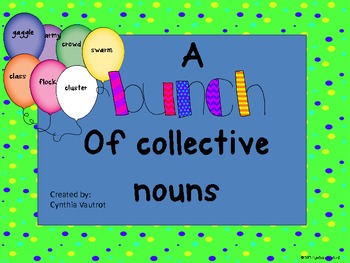
**SL.2.6**

**I can use collective nouns.**

**A herd of cattle.**

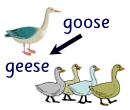
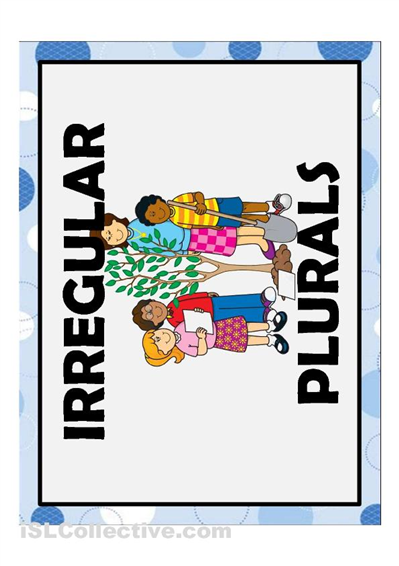
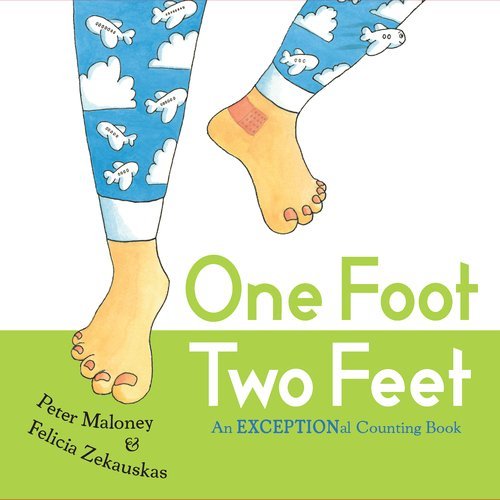
**A school of fish.**

**A litter of puppies.**



**L.2.1A**

**I can form and use frequently occurring irregular plural nouns.**

**L.2.1B**

**I can use reflective pronouns.**



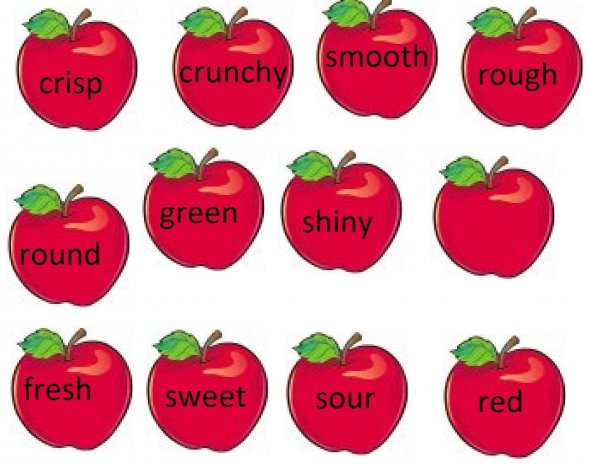
**L.2.1C**

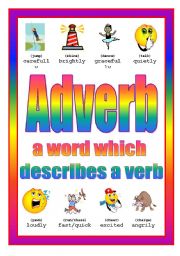
**I can form and use the past tense of frequently occurring irregular verbs.**



**L.2.1D**

**I can use adjectives and adverbs, and choose which to use when.**

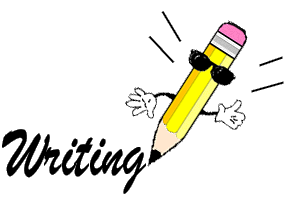
 

**L.2.1E**

**I can produce, expand, and rearrange complete simple and compound sentences.**

**L.2.1F**

**I can create documents with legible handwriting.**

**L.2.1G**

**I can capitalize holidays, product names, and geographic names.**

**L.2.2A**

**I can use commas in greetings and closings of letters.**

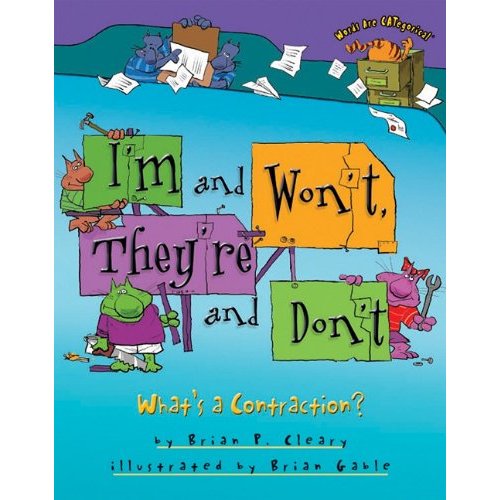
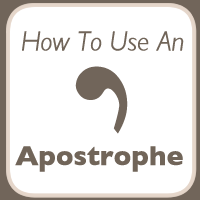


COMMA

COMMA

**L.2.2B**

**I can use an apostrophe to form contractions and frequently occurring possessives.**

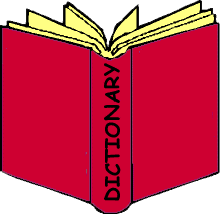
**L.2.2C**

**I can generalize learned spelling patterns when writing words.**

**L.2.2D**

**I can consult reference materials to check and correct spellings.**

****



**L.2.2E**

**I can compare formal and informal uses of language.**

****

**There are times to use informal language and times to use**

**formal language.**

**For instance, I know that I talk**

**differently than I write.**

**L.2.3A**

**I can use context in the sentence as a clue to the meaning of a word or phrase.**

****

**I can read the rest of the sentence to help me figure out the meaning of a word**

**I don’t know.**

**L.2.4A**

**I can determine the meaning of the new word formed when a known prefix is added to a known word.**

**Happy means “to feel pleased or glad”.**

**Un- means NOT so…….**

**Unhappy must mean NOT happy.**

**L.2.4B**

**I can use a known root word as a clue to the meaning of an unknown word with the same root.**

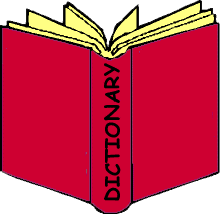
**L.2.4C**

**I can use knowledge of the meaning of individual words to predict the meaning of compound words.**



**L.2.4D**

**I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**

** **

**L.2.4E**

**I can identify real-life connections between words and their use.**

[](http://www.google.com/imgres?q=foods+that+are+spicy&um=1&hl=en&biw=1366&bih=592&tbm=isch&tbnid=RyXBU5HBmtqMbM:&imgrefurl=http://siakhenn.tripod.com/metabolic-syndrome.html&docid=oo0YuvuOugX6vM&imgurl=http://worldresources.tripod.com/image-metabolism/07.istock_photo_of_red_chili_peppers.jpg&w=493&h=335&ei=5usVUID8B4ag9QTnsIGYBw&zoom=1&iact=hc&vpx=292&vpy=2&dur=2704&hovh=185&hovw=272&tx=143&ty=68&sig=109892877799333547793&page=1&tbnh=118&tbnw=157&start=0&ndsp=21&ved=1t:429,r:1,s:0,i:75)

The chili peppers I ate at the restaurant were really hot and spicy.

**L.2.5A**

**I can distinguish shades of meaning among closely related verbs and closely related adjectives.**



The girl is short and **thin**.

The girl is short and **slender**.

The girl is **throwing** the ball.

The girl is **tossing** the ball.

**L.2.5B**

**I can use words from conversations, reading and responding to texts, including using adjectives and adverbs to describe.**

**  **

**When other kids are happy, that makes me happy.**

**L.2.6**