

Second Grade “I Can” Statements

English Language Arts

English Language Arts Standards » Reading: Literature » Grade 2
Standards in this strand:

Key Ideas and Details

- RL.2.1 I can ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.2 I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 I can describe how characters in a story respond to major events and challenges.

Craft and Structure

- RL.2.4 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.
- RL.2.5 I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 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.

Integration of Knowledge and Ideas

- RL.2.7 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.
- (RL.2.8 not applicable to literature)
- RL.2.9 I can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

- RL.2.10 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.

English Language Arts Standards » Reading: Informational Text » Grade 2

Standards in this strand:

Key Ideas and Details

- RI.2.1 I can ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2 I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4 I can determine the meaning of words and phrases in a text relevant to *a grade 2 topic or subject area*.
- RI.2.5 I 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.
- RI.2.6 I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.7 I can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 I can describe how reasons support specific points the author makes in a text.
- RI.2.9 I can compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, I can read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Arts Standards » Reading: Foundational Skills » Grade 2

Standards in this strand:

Phonics and Word Recognition

- RF.2.3 I know and can apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3a I can distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b I know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c I can decode regularly spelled two-syllable words with long vowels.
- RF.2.3d I can decode words with common prefixes and suffixes.
- RF.2.3e I can identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f I can recognize and read grade-appropriate irregularly spelled words.

Fluency

- RF.2.4 I can read with sufficient accuracy and fluency to support comprehension.
- RF.2.4a I can read grade-level text with purpose and understanding.
- RF.2.4b I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards » Writing » Grade 2 Standards in this strand:

Text Types and Purposes

- W.2.1 I can write opinion pieces in which I introduce the topic or book I am 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.
- W.2.2 I can write informative/explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 I can write narratives in which I 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.

Production and Distribution of Writing

- (W.2.4 begins in grade 3)
- W.2.5 With guidance and support from adults and peers, I can focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, I can use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.2.7 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).
- W.2.8 I can recall information from experiences or gather information from provided sources to answer a question.
- (W.2.9 begins in grade 4)

Range of Writing

- (W.2.10 begins in grade 3)

**English Language Arts Standards » Speaking & Listening » Grade 2
Standards in this strand:**

Comprehension and Collaboration

- SL.2.1 I can participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.1a 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).
- SL.2.1b I can build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c I can ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 I can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 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.

Presentation of Knowledge and Ideas

- SL.2.4 I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 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.
- SL.2.6 I can produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**English Language Arts Standards » Language » Grade 2
Standards in this strand:**

Conventions of Standard English

- L.2.1 I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a I can use collective nouns (e.g., *group*).
- L.2.1b I can form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- L.2.1c I can use reflexive pronouns (e.g., *myself, ourselves*).
- L.2.1d I can form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- L.2.1e I can use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1f 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*).
- L.2.2 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.2.2a I can capitalize holidays, product names, and geographic names.
- L.2.2b I can use commas in greetings and closings of letters.
- L.2.2c I can use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d I can generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- L.2.2e I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- L.2.3 I can use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a I can compare formal and informal uses of English.

Vocabulary Acquisition and Use

- L.2.4 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.
- L.2.4a I can use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4b 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*).
- L.2.4c 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*).
- L.2.4d 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*).
- L.2.4e I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5 I can demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a I can identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- L.2.5b 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*).
- L.2.6 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*).

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Math

Mathematics » Grade 2 » Operations & Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- 2.OA.A.1 I can use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

- 2.OA.B.2 I can fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

- 2.OA.C.3 I can determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; I can write an equation to express an even number as a sum of two equal addends.
- 2.OA.C.4 I can use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; I can write an equation to express the total as a sum of equal addends.

Mathematics » Grade 2 » Number & Operations in Base Ten

Understand place value.

- 2.NBT.A.1 I understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. I understand the following as special cases:
- 2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”
- 2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.A.2 I can count within 1000; skip-count by 5s, 10s, and 100s.
- 2.NBT.A.3 I can read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.A.4 I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

- 2.NBT.B.5 I can fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.B.6 I can add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.B.7 I can add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; I can relate the strategy to a written method. I understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.B.8 I can mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.NBT.B.9 I can explain why addition and subtraction strategies work, using place value and the properties of operations.¹

Mathematics » Grade 2 » Measurement & Data

Measure and estimate lengths in standard units.

- 2.MD.A.1 I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.A.2 I can measure the length of an object twice, using length units of different lengths for the two measurements; I can describe how the two measurements relate to the size of the unit chosen.
- 2.MD.A.3 I can estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.A.4 I can measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

- 2.MD.B.5 I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.B.6 I can represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

- 2.MD.C.7 I can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.C.8 I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.

- 2.MD.D.9 I can generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. I can show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.D.10 I can draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. I can solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Mathematics » Grade 2 » Geometry

Reason with shapes and their attributes.

- 2.G.A.1 I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹ I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.A.2 I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.A.3 I can partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. I recognize that equal shares of identical wholes need not have the same shape.

Standards for Mathematical Practice

Math.Practice.MP1 I can make sense of problems and persevere in solving them.

Math.Practice.MP2 I can reason abstractly and quantitatively.

Math.Practice.MP3 I can construct viable arguments and critique the reasoning of others.

Math.Practice.MP4 I can model with mathematics.

Math.Practice.MP5 I can use appropriate tools strategically.

Math.Practice.MP6 I can attend to precision.

Math.Practice.MP7 I can look for and make use of structure.

Math.Practice.MP8 I can look for and express regularity in repeated reasoning.

Social Studies

History

- I can show related events on a timeline in chronological order. I can use a calendar to determine the day, week, month and year.
- I can use artifacts, maps and photographs to describe how daily life has changed over time.
- I can describe how science and technology have changed daily life.
- I can use information from a biography to describe how the actions of individuals have affected the world today.

Geography

- I can use maps and their symbols to answer questions about the location of places. I can make a map that includes a map title and key.
- I can explain the connection between the work people do and the places people live.
- I can explain that people change the physical environment in both positive and negative ways.
- I can explain that cultures develop to meet basic needs in unique ways, in part through the influence of the environment.
- I can describe examples of cultural sharing with respect to food, language, and customs.

Government

- I can explain that personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.
- I can explain that groups are accountable for choices they make and actions they take. I can work effectively in a group to complete a task or solve a problem for which the group is held accountable.
- I can demonstrate an understanding of the different rules in different settings.

Economics

- I can construct a bar graph to compare quantities.
- I can describe various uses for a resource.
- I can explain why most people work in jobs where specific good and services are produced.
- I can explain how people buy and sell goods and services using money.
- I can explain how people earn income.

Science

Earth and Space Science

- I can construct an argument from weather data in a table (ex. at what time of day it is most likely to be coldest?)
- I can conduct a demonstration showing that wind is a force that pushes
- I can conduct demonstrations showing that there is water vapor in the air (or “construct an argument from evidence that there is water in the air and that water can go back and forth from the air”) (ex. condensation on outside of glass of ice water; water in a tray “disappearing” over a week’s time)
- I can use weather instruments to collect data; build a weather instrument and use it to collect data; interpret the data collected by weather instruments.
- I can draw a diagram (model) showing that water can go into the atmosphere and come out of the atmosphere.
- I can design and conduct an investigation to test how sunlight affects air temperature (as a class).
- I can give examples of how wind changes the land.
- I can observe and measure wind speed and direction.
- I can record the measurements of wind speed and wind direction using technology.
- I can describe weather events related to wind.
- I can explain water can change from liquid to solid or solid to liquid.
- I can explain water can change into a gas called water vapor.
- I can recognize examples of water in the atmosphere (clouds, steam, fog, ice, hail, snow, sleet and rain).
- I can define precipitation as water droplets falling as rain, sleet, hail, snow, ice, steam, and fog.
- I can explain evaporation as water changing into gas (water vapor).
- I can define condensation as small droplets of water that forms into clouds.
- I can predict the weather by looking at the clouds.
- I can explain that water contamination and pollution can enter waterways through precipitation and evaporation.
- I can measure and record changes in weather including temperature and precipitation.
- I can tell about types of severe weather in different locations.

Life Science

- I can explain how living things interact in their physical environment.
- I can explain that living things have physical traits that help them to live in different environments.
- I can explain why something is now extinct.
- I can compare similarities between extinct organisms and organisms that live today.
- I can design and build (with teacher’s help) a working worm composting bin or an ant farm that can be used to observe activity and actions of the worms or ants.

Physical Science

- I can design and construct an experiment to demonstrate the effect of force on an object.
- I can explain results from an experiment.

Science Process

- I can demonstrate good explanations based on evidence from investigations and observations.

Art

Recognize visual art design in their artwork and others.

- I can recognize symbols and images in a work of art.
- I can look at different art works and talk about the lines, shapes, colors and textures that I see.

Understand art knowledge, vocabulary and skills.

- I can show you how I use tools and media effectively.
- I can tell you what makes a work of art good.

Express personal interpretations in their art through principles and elements of art.

- I can tell you how a work of art is made.
- I can talk about my feelings when looking at a work of art.

Use basic self assessment strategies to improve their art.

- I can change my artwork and make it better.
- I can tell you what I like about my art and what I don't like about it.

Music

Steady Beat, Rhythm, and Meter

3PR: Read, write and perform using eighth notes, quarter notes, half notes, and quarter rests.

4PR: Improvise and compose simple rhythmic and melodic phrases.

- I can read various note values.
- I can compose rhythmic patterns using various note values, in the correct meter.
- I can perform rhythmic patterns to the steady beat, using various note values.
- I can improvise rhythmic patterns to the steady beat, in the correct meter.

Key Music Vocabulary

4CE: Identify elements of music using developmentally appropriate vocabulary.

1CE: Identify patterns of same and different phrases in simple poems and songs.

- I can identify elements of music using developmentally appropriate vocabulary.
- I can identify patterns of same and different phrases in simple poems and songs.

Singing Voice and Pitch Patterns

2PR: Sing to music of various styles with accurate pitch and rhythm.

1PR: Demonstrate rounds and canons.

4PR: Improvise and compose simple rhythmic and melodic phrases.

5PR: Read, write and perform la-sol-mi-re-do melodies on the treble staff.

- I can sing songs with a head voice.
- I can sing songs matching pitch.
- I can sing song with the correct rhythm and beat.
- I can demonstrate rounds and canons.
- I can compose melodic patterns using la-sol-mi-re-do.
- I can improvise melodic patterns on the correct pitch, using my head voice.
- I can read pitch patterns la-sol-mi-re-do and the treble staff.
- I can write pitch patterns using la-sol-mi in various locations on the treble staff.
- I can perform pitch patterns using la-sol-mi.

Playing Classroom Instruments

6PR: Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

- I can play a variety of classroom instruments.
- I can demonstrate proper technique.

Physical Education

Demonstrates competency in a variety of motor skills and movement patterns.

- 1.1 I can jump.
- 1.2 I can slide.
- 1.3 I can gallop.
- 1.4 I can balance.
- 1.5 I can roll.
- 1.6 I can throw, overhand and underhand.
- 1.7 I can catch with two hands and one handed.
- 1.8 I can transfer my weight.
- 1.9 I can sequence shapes, levels, and pathways into patterns.
- 1.10 I can jump a short and long rope.
- 1.11 I can dance.
- 1.12 I can dribble.
- 1.13 I can pass.
- 1.14 I can kick.

Demonstrates and understands the principles, components and practices of health-related physical fitness.

- 2.1 I can tell when my heart beats faster and I am breathing harder.
- 2.2 I can identify the health components of fitness in an exercise or activity.
- 2.3 I can work independently to improve my skills.
- 2.4 I can take my pulse before or after an exercise or activity.

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- 3.1 I can set a fitness goal and participate in activities that will help me reach my goal.
- 3.2 I can explain how food affects my body and performance.
- 3.3 I can take my pulse before and after exercise.

Exhibits responsible, personal and social behavior that respects self and others.

- 4.1 I can follow directions and procedures while participating in physical activities.
- 4.2 I can participate in an activity or game while maintaining my personal space and taking my turn when appropriate.
- 4.3 I can cooperate with a partner.
- 4.4 I can follow directions the first time given.