

## WLS ELA “I can...” Statements – Grade 2

Reading Standards for Literature	“I can...” Statement
<b>2.RL.1.a</b> - Answer questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>I CAN ANSWER QUESTIONS ABOUT A STORY USING THE FIVE “W’S” (WHO, WHAT, WHERE, WHEN, WHY) AND HOW.</li> </ul>
<b>2.RL.1.b</b> – Ask questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>I CAN ASK QUESTIONS ABOUT A STORY USING THE FIVE “W’S” (WHO, WHAT, WHERE, WHEN, WHY) AND HOW.</li> </ul>
<b>2.RL.2</b> – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> <li>I CAN RETELL A FABLE AND TELL THE LESSON OR MORAL THAT I LEARNED.</li> </ul>
<b>2.RL.3</b> – Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> <li>I CAN TELL WHAT THE CHARACTERS DID TO TRY TO SOLVE THE PROBLEM.</li> </ul>
<b>2.RL.4</b> – Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> <li>I CAN DESCRIBE THE RHYMING PATTERN.</li> <li>I CAN TELL THE MEANING OF THE POEM, STORY, OR SONG.</li> </ul>
<b>2.RL.5</b> – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> <li>I CAN TELL THE BEGINNING, MIDDLE, AND END OF A STORY.</li> </ul>
<b>2.RL.6</b> – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	<ul style="list-style-type: none"> <li>I CAN EXPRESS WHAT THE CHARACTERS THINK AND FEEL BY USING DIFFERENT.</li> </ul>
<b>2.RL.7</b> – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<ul style="list-style-type: none"> <li>I CAN USE PICTURES OR WORDS TO EXPLAIN CHARACTERS, SETTING, AND PLOT.</li> </ul>
<b>2.RL.8</b> – NOT APPLICABLE TO LITERATURE.	

<p><b>2.RL.9</b> – Compare and contrast two or more versions of the same story ( e.g., Cinderella stories) by different authors or from different cultures.</p>	<ul style="list-style-type: none"> <li>• I CAN READ TWO OR MORE STORIES AND TELL HOW THEY ARE ALIKE AND DIFFERENT.</li> </ul>
<p><b>2.RL.10</b> – 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.</p>	<ul style="list-style-type: none"> <li>• I CAN READ AND UNDERSTAND 2<sup>ND</sup> GRADE LEVELED STORIES AND POEMS INDEPENDENTLY.</li> </ul>
<p><b>Reading Standards for Informational Text</b></p>	<p><b>“I can...” Statement</b></p>
<p><b>2.RI.1.a</b> – Answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> <li>• I CAN ANSWER QUESTIONS USING NONFICTION TEXT AND GIVE IMPORTANT DETAILS USING THE FIVE “W’S” (WHO, WHAT, WHEN, WHERE, WHY) AND HOW.</li> </ul>
<p><b>2.RI.1.b</b> – Ask questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> <li>• I CAN ASK QUESTIONS USING NONFICTION TEXT AND GIVE IMPORTANT DETAILS USING THE FIVE “W’S” (WHO, WHAT, WHERE, WHEN, WHY) AND HOW.</li> </ul>
<p><b>2.RI.2</b> – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<ul style="list-style-type: none"> <li>• I CAN IDENTIFY THE MAIN IDEA AND DETAILS OF THE SELECTION.</li> </ul>
<p><b>2.RI.3</b> – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<ul style="list-style-type: none"> <li>• I CAN PUT EVENTS AND IDEAS IN ORDER AND DESCRIBE WHY THEY ARE IMPORTANT TO EACH OTHER.</li> </ul>
<p><b>2.RI.4</b> – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> <li>• I CAN USE CLUES TO TELL THE MEANINGS OF WORDS.</li> </ul>
<p><b>2.RI.5</b> – Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<ul style="list-style-type: none"> <li>• I CAN FIND INFORMATION USING CAPTIONS, INDEXES, SUBHEADINGS, AND GLOSSARIES (AND TABLE OF CONTENTS).</li> </ul>
<p><b>2.RI.6</b> – Identify the main purpose of a text, including what the</p>	<ul style="list-style-type: none"> <li>• I CAN TELL THE MOST IMPORTANT IDEA AND WHAT THE</li> </ul>

author wants to answer, explain, or describe.	AUTHOR WANTS ME TO LEARN.
<b>2.RI.7</b> – Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> <li>I CAN LOOK AT A CHART OR PICTURE AND USE IT TO HELP ME LEARN.</li> </ul>
<b>2.RI.8</b> – Describe how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> <li>I CAN TELL HOW DETAILS TELL ABOUT THE MAIN IDEA.</li> </ul>
<b>2.RI.9</b> – Compare and contrast the most important points presented by 2 texts on the same topic.	<ul style="list-style-type: none"> <li>I CAN READ 2 OR MORE SELECTIONS ABOUT THE SAME TOPIC TO TELL WHAT IS THE SAME AND DIFFERENT.</li> </ul>
<b>2.RI.10</b> – 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 proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>I CAN READ AND UNDERSTAND INFORMATION AT MY GRADE LEVEL.</li> </ul>
<b>Reading Standards: Foundational Skills (K-5)</b>	<b>“I can...” Statement</b>
<b>2.RF.1.</b> N/A FOR GRADE 2	
<b>2.RF.2.</b> N/A FOR GRADE 2	
<p><b>2.RF.3.</b> – Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a) Distinguish short vowel sounds when reading regularly spelled <b>one syllable</b> words.</p> <p>b) Distinguish long and short vowels when reading regularly spelled <b>one-syllable</b> words.</p> <p>c) Know spelling-sound correspondences for additional common diphthongs.</p> <p>d) Decode regularly spelled <b>two-syllable</b> words with long vowels.</p> <p>e) Decode words with common prefixes and suffixes.</p>	<ul style="list-style-type: none"> <li>a. I CAN TELL WHICH SHORT VOWEL SOUND IS USED IN A WORD.</li> <li>b. I CAN TELL IF THE VOWEL IS LONG OR SHORT IN A ONE-SYLLABLE WORD.</li> <li>c. I CAN HEAR AND SPELL LONG VOWEL DIPHTHONGS.</li> <li>d. I CAN HEAR, READ, AND SPELL 2-SYLLABLE WORDS WITH LONG VOWEL DIPHTHONGS.</li> <li>e. I CAN READ WORDS WITH PREFIXES AND SUFFIXES.</li> <li>f. I CAN READ 2<sup>ND</sup> GRADE SIGHT WORDS.</li> <li>g. I CAN READ 2<sup>ND</sup> GRADE SIGHT WORDS.</li> </ul>

<p>f) Identify words with inconsistent but common spelling-sound correspondences.</p> <p>g) Recognize and read grade appropriate irregularly spelled words.</p>	
<p><b>2.RF.4</b> – Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• I CAN FLUENTLY READ AND REREAD (WHEN NEEDED) IN ORDER TO UNDERSTAND 2<sup>ND</sup> GRADE LEVELED TEXT.</li> </ul>
<p><b>Writing Standards K-5</b></p>	<p><b>“I can...” Statement</b></p>
<p><b>2.W.1</b> – 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.</p>	<ul style="list-style-type: none"> <li>• I CAN WRITE A PARAGRAPH USING DETAILED SENTENCES TELLING WHAT I THINK ABOUT A TOPIC OR A BOOK.</li> </ul>
<p><b>2.W.2</b> – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• I CAN WRITE A PARAGRAPH ABOUT A TOPIC USING DETAILS THAT INCLUDE FACTS, VOCABULARY, AND DEFINITIONS.</li> </ul>
<p><b>2.W.3</b> – 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.</p>	<ul style="list-style-type: none"> <li>• I CAN <u>WRITE</u> ABOUT AN EVENT WITH ACTIONS, THOUGHTS, AND FEELINGS.</li> <li>• I CAN USE SEQUENCE WORDS IN MY <u>WRITING</u>. (EX: first, then, next, last; first, second, third, last/finally).</li> </ul>
<p><b>2.W.4.</b> (Begins in grade 3)</p>	
<p><b>2.W.5</b> – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising</p>	<ul style="list-style-type: none"> <li>• WITH HELP, I CAN REWRITE AND FIX MY WRITING TO MAKE IT BETTER. (EDITOR’S/WRITER’S CHECKLIST).</li> </ul>

and editing.	
<b>2.W.6</b> – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>• WITH HELP, I CAN USE DIGITAL TOOLS FOR WRITING AND PUBLISHING.</li> </ul>
<b>2.W.7</b> – 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.)	<ul style="list-style-type: none"> <li>• IN A GROUP, I CAN RESEARCH, LEARN, AND WRITE ABOUT A TOPIC.</li> </ul>
<b>2.W.8</b> – Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>• I CAN <u>WRITE</u> AN ANSWER TO A QUESTION ABOUT SOMETHING THAT HAPPENED <u>TO ME</u>.</li> <li>• I CAN <u>GATHER INFORMATION FROM DIFFERENT SOURCES</u> TO WRITE AN ANSWER TO A QUESTION.</li> </ul>
<b>2.W.9.</b> (Begins in grade 4)	
<b>2.W.10.</b> (Begins in grade 3)	
<b>Speaking and Listening Standards</b>	<b>“I can...” Statement</b>
<p><b>2.SL.1.</b> – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b) Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c) <u>Ask</u> for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>• a &amp; b. I CAN TALK TO MY CLASSMATES BY SPEAKING AND LISTENING IN A RESPECTFUL WAY.</li> <li>• c. I CAN <u>ASK</u> QUESTIONS WHEN I DON’T UNDERSTAND OR I NEED HELP.</li> </ul>
<b>2.SL.2</b> – Recount or describe key ideas or details from a text <u>read aloud</u> or information presented <u>orally</u> or through other	<ul style="list-style-type: none"> <li>• I CAN <u>LISTEN</u> TO A STORY AND <u>TELL</u> ABOUT WHAT I LEARNED.</li> </ul>

media.	
<p><b>2.SL.3</b> – Ask and answer questions about what a <b>speaker says</b> in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<ul style="list-style-type: none"> <li>• I CAN ASK QUESTIONS WHEN I DON'T UNDERSTAND, NEED HELP, OR WANT MORE INFORMATION.</li> </ul>
<p><b>2.SL.4</b> – <b>Tell</b> a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> <li>• I CAN <b>TELL</b> A STORY THAT USES IMPORTANT IDEAS TO MAKE SENSE AND PEOPLE CAN HEAR WHAT I SAY.</li> </ul>
<p><b>2.SL.5</b> – 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.</p>	<ul style="list-style-type: none"> <li>• I CAN RECORD MYSELF TELLING A STORY OR A POEM.</li> <li>• I CAN DRAW A PICTURE TO SHOW HOW I FELT OR WHAT I LEARNED.</li> </ul>
<p><b>2.SL.6</b> – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> <li>• I CAN ANSWER QUESTIONS IN COMPLETE SENTENCES USING CORRECT GRAMMAR.</li> </ul>
<p><b>Language Standards</b></p>	<p><b>“I can...” Statement</b></p>
<p><b>2.L.1.</b>– Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li><b>a)</b> Use collective nouns (e.g., group).</li> <li><b>b)</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li><b>c)</b> Use reflexive pronouns (e.g., myself, ourselves).</li> <li><b>d)</b> Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).</li> <li><b>e)</b> Use adjectives and adverbs and choose between them depending on what is to be modified.</li> <li><b>f.1)</b> Produce complete simple and compound sentences (e.g., The boy watched the movie.).</li> </ul>	<ul style="list-style-type: none"> <li>• a. I CAN USE NOUNS THAT NAME A GROUP (EX. HERD OF CATTLE, FLOCK OF GEESE, SCHOOL OF FISH, PRIDE OF LIONS).</li> <li>• b. I CAN USE PLURAL NOUNS THAT BREAK THE RULES (EX. CHILDREN, FEET, MICE, PEOPLE).</li> <li>• c. I CAN USE PRONOUNS THAT TELL ABOUT ME. (EX. MYSELF, OURSELVES).</li> <li>• d. I CAN MAKE AND USE ACTION VERBS ABOUT THE PAST THAT DON'T FOLLOW THE RULES. (EX. SAT, TOLD, HID).</li> <li>• e. I CAN CHOOSE WORDS THAT DESCRIBE NOUNS. (ADJECTIVES)</li> <li>• e. I CAN CHOOSE WORDS THAT DESCRIBE VERBS.</li> </ul>

<p><b>f.2)</b> Expand complete simple and compound sentences. (e.g., The boy watched the movie. &gt;&gt;&gt;The little boy watched the movie.)</p> <p><b>f.3)</b> 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.)</p>	<p>(ADVERBS).</p> <ul style="list-style-type: none"> <li>• f.1. I CAN WRITE SIMPLE AND COMPOUND SENTENCES.</li> <li>• f.2. I CAN ADD DETAILS TO MAKE LONGER AND MORE INTERESTING SENTENCES.</li> <li>• f.3. I CAN JOIN TWO SIMPLE SENTENCES TO MAKE A LONGER SENTENCE.</li> </ul>
<p><b>2.L.2.</b>– Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a)</b> Capitalize holidays, product names, and geographic names.</p> <p><b>b)</b> Use commas in greetings and closings of letters.</p> <p><b>c)</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>d)</b> Generalize learned spelling patterns when writing words (e.g. cage &gt; badge; boy &gt; boil).</p> <p><b>e)</b> Consult reference materials including beginning dictionaries as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>• a. I CAN USE CAPITAL LETTERS FOR HOLIDAYS AND SPECIAL NAMES.</li> <li>• b. I CAN USE COMMAS IN GREETINGS AND CLOSINGS OF LETTERS.</li> <li>• c. I CAN USE APOSTROPHES CORRECTLY.</li> <li>• d. I CAN USE SPELLING PATTERNS IN MY WRITING.</li> <li>• e. I CAN USE THE DICTIONARY AND OTHER REFERENCE TOOLS TO LOOK UP SPELLINGS I DO NOT KNOW.</li> </ul>
<p><b>2.L.3.</b> – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a)</b> Compare formal and informal uses of English.</p>	<ul style="list-style-type: none"> <li>• a. I CAN FIGURE OUT WHICH WORDS AND PHRASES TO USE IN DIFFERENT SITUATIONS.</li> </ul>
<p><b>2.L.4.</b>– Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an <b>array</b> of strategies</p> <p><b>a)</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b)</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p><b>c)</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p><b>d)</b> Use knowledge of the meaning of individual words to</p>	<ul style="list-style-type: none"> <li>• a. I CAN USE CLUES IN THE SENTENCE TO FIND THE MEANING OF A WORD OR PHRASE.</li> <li>• b. I CAN USE PREFIXES AND SUFFIXES TO FIND THE MEANINGS OF WORDS.</li> <li>• c. I CAN USE A ROOT WORD (BASE WORD) I KNOW TO FIND THE MEANING OF ANOTHER WORD.</li> <li>• d. I CAN BREAK APART A COMPOUND WORD TO TELL THE MEANING.</li> <li>• e. I CAN USE A GLOSSARY AND A DICTIONARY TO LEARN THE MEANINGS OF NEW WORDS AND PHRASES.</li> </ul>

<p>predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</p> <p><b>e)</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	
<p><b><u>2.L.5.</u></b> – Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a)</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><b>b)</b> Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> <li>• a. I CAN USE DESCRIPTIVE WORDS IN SPEAKING AND WRITING TO MAKE MY WORK MORE INTERESTING.</li> <li>• b. I CAN IDENTIFY SMALL DIFFERENCES BETWEEN SYNONYMS.</li> </ul>
<p><b><u>2.L.6</u></b> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (When other kids are happy that makes me happy.)</p>	<ul style="list-style-type: none"> <li>• I CAN SHARE MY FEELINGS OR OPINIONS WITH MY PEERS USING DESCRIPTIVE WORDS.</li> </ul>