

Elmer Wood

Second Grade “I Can” Statements for California Common Core State Standards

I can answer questions about key details in a story.
I can ask questions about key details in a story.
I can retell the beginning of a story.
I can retell the middle of a story.
I can retell the ending of a story.
I can tell the message/lesson of the story.
I can tell how the characters act in different situations in the story.
I can tell when words suggest a rhythm in a story, poem, or song.
I can tell how words give meaning in a story, poem, or song.
I can describe how the beginning introduces the story.
I can describe how the ending concludes the story.
I can tell who is telling the story.
I can use different voices for different characters when I'm reading dialogue.
I can tell about the story's characters using pictures and words.
I can tell about the story's setting using pictures and words.
I can tell about the story's plot using pictures and words.
I can tell how two stories from two different cultures are the same.
I can tell how two stories from two different cultures are the different.
I can read second grade stories and poems.
I can answer questions about key details in a text.
I can ask questions about key details in a text.
I can tell the main idea of a text.
I can tell the important details of a text.
I can tell how two historical events in a text are alike or connected.
I can tell how two scientific ideas in a text are alike or connected.
I can tell how two sets of steps in a procedure in a text are alike or connected.
I can ask questions about words I don't know in a text.
I can answer questions about words I don't know in a text.
I can use text features to help me understand the text.
I can tell the main idea of a text.
I can tell the author's purpose.
I can find the pictures in the text.
I can explain how the pictures help me understand the text.
I can tell what reasons the author gives to support their point.
I can describe how the author's reasons support their point.
I can tell what is the same about two texts on the same topic.
I can tell what is different about two texts on the same topic.
I can read second grade informational texts.
I can sound out words by themselves.

I can sound out words in text.
I can tell the difference between a long vowel and short vowel when reading a one-syllable word.
I can know spelling-sound correspondences for common vowel teams.
I can sound out two-syllable words with long vowels.
I can sound out words with common prefixes.
I can sound out words with common suffixes.
I can know words with common spelling-sound correspondences.
I can read second grade sight words.
I can read second grade text.
I can understand what I read.
I can explain why I read different kinds of texts.
I can read with accuracy.
I can read with appropriate rate.
I can read with expression.
I can self-correct when I read.
I can write my opinion about a book I read or heard.
I can write reasons for my opinion.
I can use linking words to connect my reasons and opinion.
I can write a conclusion to my opinion.
I can write about a topic from an informational book I read or heard.
I can write facts and definitions about the topic.
I can write a conclusion to my topic.
I can write about a story I imagined, read, or heard.
I can tell the events of the story in order.
I can include details that describe actions, thoughts, and feelings.
I can use words that tell when things happen in the story.
I can tell write an ending to my story.
I can use a structure appropriate for the writing task and purpose.
I can add details to my writing with help from my teacher and friends.
I can edit my writing with help from my teacher and friends.
I can use digital tools to write.
I can use digital tools to share my writing with my teacher and friends.
I can work together with my classmates to do research projects.
I can work together with my classmates to do writing projects.
I can remember information from my own experiences to answer a question.
I can gather information from books to answer a question.
I can write over a longer period of time.
I can write on demand.
I can participate in class discussions.
I can follow class conversation norms. (e.g. taking turns listening and speaking)
I can add comments to others' about the topic.
I can ask questions about the topic to help me understand it.
I can give 3-4 step oral directions.
I can follow 3-4 step oral directions.
I can ask questions about what a classmate says.
I can answer questions about what a classmate says.
I can tell a story or about an experience including facts.
I can include descriptive details about the story or experience.

I can tell the story or experience in a logical sequence.
I can include a conclusion to my story or experience.
I can speak so my classmates and teacher can hear me.
I can speak so my classmates and teacher can understand me.
I can speak in complete sentences.
I can create audio recordings of stories or poems.
I can use drawings or pictures to help me describe what I say.
I can answer questions in complete sentences to provide more details about my story or experience.
I can answer questions in complete sentences to clarify my story or experience.
I can write with legible print.
I can use collective nouns in my writing.
I can use collective nouns in my speaking.
I can use plural nouns in my writing.
I can use plural nouns in my speaking.
I can use reflexive pronouns in my writing.
I can use reflexive pronouns in my speaking.
I can use the past tense of irregular verbs in my writing.
I can use the past tense of irregular verbs in my speaking.
I can use adjectives in my writing.
I can use adjectives in my speaking.
I can use adverbs in my writing.
I can use adverbs in my speaking.
I can produce simple sentences in my writing.
I can produce simple sentences in my speaking.
I can produce complex sentences in my writing.
I can produce complex sentences in my speaking.
I can expand simple sentences in my writing.
I can expand simple sentences in my speaking.
I can rearrange complex sentences in my writing.
I can rearrange complex sentences in my speaking.
I can capitalize holidays.
I can capitalize names of products.
I can capitalize geographic names.
I can use commas in greetings of letters.
I can use commas closings of letters.
I can use apostrophes to form contractions.
I can use apostrophes to form possessives.
I can use spelling patterns to spell words.
I can use a dictionary to check and correct my spelling.
I can use clues in a sentence to help me figure out the meaning of a word.
I can use my knowledge of prefixes to help me figure out what a new word means.
I can use my knowledge of root words to help me figure out what a new word means.
I can use my knowledge of individual words to help me figure out what a compound word means.
I can use a glossary to figure out what a word means.
I can use a dictionary to figure out what a word means.
I can tell a connection between a word and its use in real-life.
I can tell the difference between similar verbs.
I can tell the difference between similar adjectives.

I can use my new words in my writing.

I can use my new words in my speaking.
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