

Second Grade Literacy Report Card Categories

Second Grade Standards	Student-Friendly I Can Statements
Reading Foundational Skills	
<u>Phonics & Word Recognition</u> RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> • I can sound out words I do not know. • I can read a list of second grade words that cannot be sounded out.
<u>Fluency</u> RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> • I can read fluently. • I can understand what I read. • I can correct myself if I make a mistake when I read. • I can read with expression.
Reading Literature	
<u>Key Ideas & Details</u> RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story. • I can ask questions to show I understand important details in a story. • I can retell a story, fable, or folktale and explain the central message or lesson in the story. • I can identify characters in a story. • I can describe how characters act when things happen in a story.
<u>Craft & Structure</u> RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6 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"> • I can tell the important details about how a story begins and ends. • I can use different voices for characters. • I can identify different ideas characters have.
Reading Informational Text	
<u>Key Ideas & Details</u> RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> • I can answer questions to show that I know what I read. • I can ask questions to show that I know what I read. • I can identify the main idea of a text. • I can state the focus of the paragraphs within the text. • I can put events or ideas in order. • I can explain how events or ideas go together
<u>Craft & Structure</u> RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> • I can tell why the author wrote the text. • I can identify purposes for reading.
<u>Integration of Knowledge and Ideas</u> RI.2.8 Describe how reasons support specific points the author makes in the text.	<ul style="list-style-type: none"> • I can explain why the author includes certain details in a text.

Writing	
<p><u>Opinion</u> W.2.1 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 to connect opinion and reasons, and provide some sense of closure. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<ul style="list-style-type: none"> • I can write my thoughts and ideas about a topic or a book I have read. • I can give reasons for my opinions. • I can use words that link my ideas and my reasons. • I can write a closing statement. • I can include an introduction, supporting reasons, and a concluding section in an opinion piece. <p>When someone helps me:</p> <ul style="list-style-type: none"> • I can edit to make my writing clearer. • I can revise my writing to make sure I stay on topic
<p><u>Informative</u> W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<ul style="list-style-type: none"> • I can select a topic and identify information to share. • I can use facts and definitions to share points and ideas about a topic. • I can present my information in writing and provide a concluding section. <p>When someone helps me:</p> <ul style="list-style-type: none"> • I can edit to make my writing clearer. • I can revise my writing to make sure I stay on topic
<p><u>Narrative</u> W.2.3 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. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<ul style="list-style-type: none"> • I can write about something that happened, what I have seen, or something I remember. • I can use words to show changes in time. • I can include actions, thoughts, and feelings in my writing. • I can write a closing statement. <p>When someone helps me:</p> <ul style="list-style-type: none"> • I can edit to make my writing clearer. • I can revise my writing to make sure I stay on topic
Speaking & Listening	
<p><u>Comprehension & Collaboration</u> SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> • I can talk with others using listening and speaking rules. • I can connect my comments to what others have said. • I can ask questions if I don't understand. • I can remember and tell others the important details that I have read or heard.

Language	
<p><u>Conventions of Standard English</u></p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • I can use nouns that name groups of things (e.g., pride, flock) • I can use plural nouns that don't follow the rules (e.g., feet, children, teeth, and fish). • I can use pronouns (e.g., myself, himself) that tell about the subject in the sentence • I can use past tense verbs that don't follow the rules (e.g., sat, hid, and told). • I can use adjectives and adverbs to make a sentence clearer. • I can add description or rearrange sentences to create new sentences. • I can capitalize proper nouns. • I can use commas in greetings and closings of letters. • I can use apostrophes in contractions and to show possession. • I can spell words using patterns. • I can use dictionaries and other resources to check my spelling.
<p><u>Vocabulary Acquisition & Use</u></p> <p>L.2.4 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.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<ul style="list-style-type: none"> • I can figure out the meaning of a word by reading words around it. • I can figure out the meaning of a word by knowing the meaning of parts of the word. • I can use glossaries, dictionaries or other resources to find the meaning of a word. • I can use new words I've learned.