

PLAINVILLE PUBLIC SCHOOLS

GRADE 2

LANGUAGE ARTS

I CAN STATEMENTS

COLOR CODED

Green	grade level skills that need to be mastered before the next grade up
Blue	grade level skills that need to be learned before the next grade up
Yellow	grade level skills that need to be exposed before the next grade up

Literature - Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

I can identify who, what, where, when why, and how to answer questions about a text.

I can ask and answer questions before, during, and after reading a text.

Literature - Key Ideas and Details

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

I can recount/retell stories.
I can define central message, lesson, and/or moral.
I can determine the central message, lesson, and/or moral of the story.

Literature - Key Ideas and Details

3. Describe how characters in a story respond to major events and challenges.

I can identify characters in a story.

I can describe how characters react to events and challenges in a story.
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Literature - Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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

Literature - Craft and Structure

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

I can recognize that a story has a beginning, middle, and end.
I can describe how the characters, setting, and action are introduced in a story.
I can describe how the events at the end of a story let me know what happened to the characters.

Literature - Craft and Structure

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

I can define point of view.
I can identify a character's point of view in a story.
I can show different points of view by changing my voice when I read dialogue for each character.

Literature - Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

I can identify illustrations that support a story.
I can explain how illustrations add meaning to the words in a story.
I can use illustrations and words in a story to help me describe the characters, setting, or plot.

Literature - Integration of Knowledge and Ideas

MA.8.A. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.

I can identify dialogue as words spoken by characters.
I can identify dialogue enclosed in quotation marks.
I can explain how dialogue adds to a particular story or poem

Literature - Integration of Knowledge and Ideas

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

I can compare two or more versions of the same story.
I can contrast two or more versions of the same story.

Literature - Range of Reading and Level of Text Complexity

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.

I can recognize when the text I am reading is too easy or too difficult for me.

I can use reading strategies that will help me understand difficult text.

Informational Text - Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

I can identify who, where, when, why, and how to answer questions about a text.

I can ask and answer questions before, during, and after reading.

Informational Text - Key Ideas and Details

2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

I can determine the topic or main idea of a text.

I can explain the focus of each paragraph in a text.
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Informational Text - Key Ideas and Details

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

I can identify historical events.
I can identify scientific ideas or concepts.
I can identify the steps in a process.
I can explain how historical events connect.
I can explain how scientific ideas or concepts connect.
I can explain how the steps in a process connect.

Informational Text - Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

I can identify words and phrases that are specific to the topic/subject of a text.

I can use information in a text to determine the meaning of words and phrases about the topic/subject of the text.

Informational Text - Craft and Structure

5. 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.

I can identify and give examples of text features.
I can explain how text features help locate key facts or information.
I can locate key facts or information about a topic using text features.

Informational Text - Craft and Structure

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

I can identify purposes for reading.

I can read a text and identify the author's main purpose for writing it.
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Informational Text - Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

I can explain how the images in text add meaning to the words.
I can use the images and words in a text to help me understand what I am reading.

Informational Text - Integration of Knowledge and Ideas

8. Describe how reasons support specific points the author makes in a text.

I can identify specific points the author makes in a text.
I can describe the reasons the author uses to support each point.

Informational Text - Integration of Knowledge and Ideas

9. Compare and contrast the most important points presented by two texts on the same topic.

I can identify the most important points found in two texts on the same topic.

I can compare the most important points found in two texts on the same topic.

I can contrast the most important points found in two texts on the same topic.

Informational Text - Range of Reading and Level of Text Complexity

10. By the end of 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.

I can use reading strategies that will help me understand difficult texts.
I can by the end of the year read informational text, including history/social studies, science, and technical texts proficiently.
I can by the end of the year comprehend informational text, including history/social studies, science, and technical texts proficiently.
I can recognize when the informational text I am reading is too easy or too difficult for me.

Foundational Skills - Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

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| a. I can identify the most common short vowel pattern (CVC). |
| a. I can identify the most common long vowel pattern (CVCE and VCE). |
| a. I can distinguish between words with short and long vowel patterns. |
| b. I can identify common vowel teams (ea, oi, oo). |
| b. I can say the individual sounds a vowel team creates. |
| c. I can identify two-syllable words. |
| c. I can decode two-syllable words with long vowels. |

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Foundational Skills - Phonics and Word Recognition (part 2)

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

d. I can identify words with common prefixes and suffixes.
d. I can decode words by breaking them into units of meaning (un+happy=unhappy).
e. I can identify words with similar patterns that create different sounds (bead/head, doll/roll, hint/pint).
f. I can recognize irregularly spelled words.
f. I can read irregularly spelled words without having to sound them out.

Foundational Skills - Fluency

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

a. I can read second grade text fluently and show comprehension through voice, timing, and expression.
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b. I can recognize when a word I have read does not make sense within the text.

c. I can self-correct misread or misunderstood words using context clues.

c. I can reread with corrections when necessary.
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c. I can read fluently.

Writing - Text Types and Purposes

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 (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

I can identify my opinion on a topic or book.
I can support my opinion with reasons.
I can link my opinions and reasons with connecting words.
I can write an opinion piece with an introduction, supporting reasons, and a concluding statement/section.

Writing - Text Types and Purposes

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.

I can select a topic and identify information to share.
I can use facts and definitions to share points and ideas about my topic.
I can present my information in writing and provide a concluding statement or section.

Writing - Production and Distribution of Writing

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.

MA.3.A. Write stories or poems with dialogue.

4. (Begins in grade 3)

I can place story events in the correct order.
I can describe actions, thoughts, and feelings in my story.
I can use words to show changes in time.
I can create an ending for my story.
3.A I can write stories or poems that include dialogue.

Writing - Production and Distribution of Writing

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

I can recognize that a good piece of writing requires more than one draft.
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I can revise my writing with the help of others.
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I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc.

I can prepare a new draft with changes that strengthens my writing.

Writing - Production and Distribution of Writing

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

I can identify digital tools that will help me produce and publish my writing.
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I can use digital tools to produce and publish my writing.
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I can use digital tools to collaborate/work with others.
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Writing - Research to Build and Present Knowledge

7. 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).

I can define research and explain how it is different from other types of writing.
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I can research a topic with others.

I can work with others to write about a research topic.

Writing - Research to Build and Present knowledge

8. Recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

I can answer questions using information recalled or gathered.
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Speaking and Listening - Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - a. 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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| a. I can identify and follow the agreed upon rules for discussion. |
| b. I can make connections between the comments of others. |
| c. I can ask questions when I do not understand. |

Speaking and Listening - Comprehension and Collaboration

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

I can identify information from a text being read aloud.
I can identify information that is presented in different formats.
I can describe key ideas or details from a text or presentation.

Speaking and Listening - Comprehension and Collaboration

3. 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.

I can ask questions about a presentation when I do not understand or need more information.

I can answer questions about a speaker's presentation.
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Speaking and Listening - Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

I can tell a story or share an experience with facts and relevant descriptive details.
I can tell a story or share an experience using complete sentences and speaking in a clear voice.
I can read aloud stories or poems and use my voice to make them come to life.

Speaking and Listening - Presentation of Knowledge and Ideas

5. 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.

I can speak clearly and at an understandable pace when creating audio recordings of stories or poems.

I can add drawings or visual displays to make my ideas, thoughts, and feelings clear.

Speaking and Listening - Presentation of Knowledge and Ideas

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 36-37 for specific expectations.)

I can recognize a complete sentence.
I can speak using complete sentences when asked to provide details or clarification.

Language - Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use collective nouns (e.g., *group*).

b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

c. Use reflexive pronouns (e.g., *myself, ourselves*).

d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. 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*).

MA.1.g. Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, a.m., p.m.)

a. I can define collective nouns and use them correctly.
b. I can identify irregular plural nouns and use them correctly.
c. I can identify reflexive pronouns and use them correctly.
d. I can identify irregular verbs in the past tense and use them correctly.
e. I can identify adjectives and adverbs and use them correctly.
f. I can identify and create simple sentences and compound sentences.
f. I can expand and rearrange simple and compound sentences.
MA.1G I can read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods.

Language - Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

a. I can recognize holidays, product names, and geographic names and capitalize them when writing.
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b. I can place a comma after the greeting and closing of letters.

c. I can identify a contraction and use an apostrophe to spell contractions correctly.
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c. I can define possessives and use an apostrophe to form common possessives correctly.

d. I can use common spelling patterns when writing words.

e. I can identify misspelled words and use a dictionary to assist me in spelling correctly.

Language - Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.

I can recognize and explain how formal English differs from informal English.

I can use formal and informal English when appropriate.

Language - Vocabulary Acquisition and Use

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.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

a. I can determine the meaning of unknown words using context clues in a sentence.
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b. I can recognize and define common prefixes.
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c. I can break down unknown words into units of meaning (prefix, root) to determine definitions.
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d. I can recognize compound words and predict the meaning using the individual words.

e. I can determine the meaning of an unknown word by using glossaries and beginning dictionaries.

Language - Vocabulary Acquisition and Use

5. Demonstrate understanding of word relationships and nuances in word meanings.
- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurt*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

a. I can make real-life connection to words I hear and read.
b. I can recognize verbs and adjectives that have similar meanings and choose the one that best fits the action or description.

Language - Vocabulary Acquisition and Use

6. 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*).

I can discover new words and phrases through reading, listening, and conversation.
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I can use my new words and phrases when speaking and writing.

I can use adjectives and adverbs when speaking and writing.
