

I CAN DO THIS!

Second Grade – English Language Arts

Name _____

| # | READING | | | | |
|-----|---|--|--|--|--|
| 1.0 | Word Analysis, Fluency, and Vocabulary Development | | | | |
| 1.1 | I use spelling patterns to help me read words. | | | | |
| 1.2 | I can break words down into parts (syllables) to help me read. <i>Examples: su per; sup per</i> | | | | |
| 1.3 | I can decode words with two or more syllables. | | | | |
| 1.4 | I know how to read some common abbreviations. <i>Examples: Jan. Sun. Mr. St.</i> | | | | |
| 1.5 | I know how to read plural nouns and make nouns plural. <i>Example: (more than one) dog/dogs; wife/wives</i> | | | | |
| 1.6 | I can read aloud clearly and with expression. | | | | |
| 1.7 | I can recognize words with similar meanings (<i>synonyms</i>) and words that are opposites (<i>antonyms</i>). | | | | |
| 1.8 | I can break down a compound word into its smaller words to understand its meaning. <i>Example: toothbrush = tooth + brush</i> | | | | |
| 1.9 | I know some prefixes and suffixes (beginnings and endings of words) and what they mean. <i>Examples: prefix: over-, un- suffix: -ing, -ly</i> | | | | |

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|------|--|--|--|--|--|
| 1.10 | I recognize words that have more than one meaning. <i>Examples: fall/fall; fly/fly</i> | | | | |
| 2.0 | Reading Comprehension | | | | |
| 2.1 | I can use the title, table of contents, and chapter headings to find information in books. | | | | |
| 2.2 | I can tell what information I am looking for in a text. | | | | |
| 2.3 | I can understand what I read when I know the author's reason for writing. (<i>purpose for writing</i>) | | | | |
| 2.4 | I can ask why, what, if, and how questions to better understand what I read. | | | | |
| 2.5 | I can remember and tell facts and details from my reading to help me organize ideas. | | | | |
| 2.6 | I can look for the reasons why things happen in a story or text. (<i>cause and effect</i>) | | | | |
| 2.7 | I can get information from diagrams, charts, and graphs. | | | | |
| 2.8 | I can follow two-step directions that I read. | | | | |

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|-----|---|--|--|--|--|
| 3.0 | Literary Response and Analysis | | | | |
| 3.1 | I can compare the plot, setting, and characters in different stories. <i>Example: plot = story line/<u>what</u>, setting = place/<u>where</u>, characters = people or animals/<u>who</u></i> | | | | |
| 3.2 | I can think of new endings for stories and explain them. | | | | |
| 3.3 | I can compare and contrast similar stories from different cultures. <i>Example: Cinderella stories from around the world</i> | | | | |
| 3.4 | I can read poetry and recognize common features. <i>Example: rhythm, rhyme, alliteration</i> | | | | |

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|--|-----|--|--|--|--|--|
| | # | WRITING | | | | |
| | 1.0 | Writing Strategies | | | | |
| | 1.1 | I can put ideas that go together into sentences and paragraphs that make sense. <i>(Write a topic sentence and add details)</i> | | | | |
| | 1.2 | I can print neatly. | | | | |
| | 1.3 | I know what reference books and materials are used for. <i>Examples: dictionary, thesaurus, atlas, encyclopedia</i> | | | | |
| | 1.4 | I can revise and add descriptive detail to correct my writing. | | | | |
| | 2.0 | Writing Genres | | | | |
| | 2.1 | I can write a story about an experience with proper sequence and good descriptions. <i>(include characters, setting, and details)</i> | | | | |
| | 2.2 | I can write a friendly letter with proper form. | | | | |
| | 1.0 | Written and Oral Conventions | | | | |
| | 1.1 | I know the difference between complete and incomplete sentences. | | | | |
| | 1.2 | I know how to put words in the correct order in my sentences. | | | | |

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| # | WRITING | | | |
|-----|--|--|--|--|
| 1.3 | I can identify and use nouns and verbs in my writing. | | | |
| 1.4 | I can use commas in my writing. <i>Example: with dates; items in a series; friendly letter form</i> | | | |
| 1.5 | I know how to use quotation marks to show that someone is speaking. <i>Example: Mary said, "Hello there."</i> | | | |
| 1.6 | I know when to use capital letters. Example: names; titles; first word in a sentence | | | |
| 1.7 | I can spell high frequency sight words. <i>Examples: was, were, said, says, who, what, why</i> | | | |
| 1.8 | I can spell the second grade spelling words correctly. | | | |

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| # | LISTENING AND SPEAKING | | | | |
|------------|---|--|--|--|--|
| 1.0 | Listening and Speaking Strategies | | | | |
| 1.1 | I know what I'm listening for. <i>Example: to learn information, for entertainment</i> | | | | |
| 1.2 | I can ask questions to help me understand stories and ideas. | | | | |
| 1.3 | I can listen to others and summarize what they have said. (say it in my own words). | | | | |
| 1.4 | I can give and follow three or four-step oral directions. | | | | |
| 1.5 | When I'm going to speak about a topic, I organize my ideas so they will make sense to others. | | | | |
| 1.6 | I speak clearly and with a good pace. <i>(not too slow or fast)</i> | | | | |
| 1.7 | I can put events or details in proper order when I tell about my experiences. | | | | |
| 1.8 | I can retell a story including characters, setting, and plot. | | | | |
| 1.9 | I can give a short oral report with facts and details. | | | | |

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| | # | LISTENING AND SPEAKING | | | | |
|--|-----|---|--|--|--|--|
| | 2.0 | Speaking Genres | | | | |
| | 2.1 | I can tell about my experiences and present stories using proper sequence and detail. | | | | |
| | 2.2 | I can use many types of information to study a topic and then report about it. | | | | |