2nd Grade

Assessed in 3rd Quarter

Code	I Can...	Intro	Assess	Blooms
2.RL.1	I can explain that a key detail is an important part of a text.	1	3	Remembering
2.RL.1	I can identify key details in a text (e.g., who, what, where, when, why, and how).	1	3	Application
2.RL.1	I can ask and answer questions before, during, and after reading a text.	1	3	Application
2.RL.1	I can use evidence from the text.	1	3	Application
2.RL.2	I can retell (put into my own words) stories using key details.	2	3	Understanding
2.RL.2	I can define central message or lesson (the overall idea an author is trying to share).	2	3	Remembering
2.RL.2	I can determine the central message or lesson/theme found n a story using key details.	2	3	Application
2.RL.2	I can determine the theme of a myth.	3	3	Evaluate
2.RL.3	I can identify the story elements of characters, settings, and plot in a story.	1	3	Remembering
2.RL.3	I can use key details to describe the characters in a story.	3	3	Application
2.RL.3	I can use key details to describe the settings in a story.	1	3	Application
2.RL.3	I can use key details to describe the major events in a story.	3	3	Application
2.RL.3	I can sequence major events in a story using key details.	2	3	Analyze
2.RL.3	I can compare and contrast events in a story.	2	3	Evaluate
2.RL.3	I can identify cause and effect.	2	3	Understanding
2.RL.3	I can describe how characters in a story respond/react to major events and challenges.	1	3	Understanding
2.RL.3	I can identify the problem and solution in a story.	1	3	Understanding
2.RL.4	I can identify words and phrases that create rhymes in a story, poem, or song.	3	3	Remembering
2.RL.4	I can identify words and phrases that are repeated in a story, poem,or song.	3	3	Remembering
2.RL.4	I can describe how words and phrases create rhythm and add meaning.	3	3	Understanding
2.RL.6	I can identify the characters' point of view in a story.	3	3	Understanding
2.RL.6	I can define point of view (a character's attitude or feelings about events in a story).	3	3	Remembering
2.RL.6	I can show different points of view by changing my voice when I read dialogue for each character.	3	3	Application
2.RL.6	I can explain that in a play, each character has dialogue	3	3	Understanding
2.RL.7	I can use both text and illustrations to find details about the characters, setting, and plot in a story.	2	3	Application
2.RL.10	I can use reading strategies (ask questions, make connections, visualize, reread) that will help me understand difficult text.	3	3	Application
2.RIT.1	I can explain that a key detail is an important part of a text.	1	3	Understanding
2.RIT.1	I can use evidence from the text.	1	3	Application
2.RIT.1	I can ask and answer questions about key details and main idea in a text.	1	3	Application
2.RIT.1	I can identify who, where, when, why, and how to answer questions about a text.	1	3	Remembering

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2.RIT.1	I can ask and answer questions before, during, and after reading a text.	1	3	Application
2.RIT.3	I can compare and contrast ideas and information in a text.	1	3	analyze
2.RIT.3	I can identify historical events, scientific ideas or concepts, or steps in a process.	2	3	Remember
2.RIT.4	I can identify words and phrases that are specific to the topic/subject of a text.	1	3	remember
2.RIT.4	I can use context clues to determine meaning of words and phrases about the topics/subject of the text. (S)	1	3	apply
2.RIT.5	I can use photos, captions, and charts to find the key details in an informational text.	1	3	Remember
2.RIT.5	I can use bold print, subheadings, charts, and labels to get meaning from a text.	1	3	Apply
2.RIT.6	I can identify the reason an author wrote a text.	2	3	Understand
2.RIT.6	I can explain why the author uses certain words and phrases in a text.	2	3	Understanding
2.RIT.7	I can explain how the images in a text add meaning to the words.	1	3	Understanding
2.RIT.8	I can read the titles and labels of a diagram to figure out how something works.	2	3	Applying
1.RIT.10	I can use reading strategies (ask questions, make connections, visualize, reread) that will help me understand difficult text.	1	3	Understanding
1.RIT.10	I can recognize when the text I am reading is too easy or too difficult for me.	1	3	Understanding
2.RFS.3	I can identify common vowel teams (e.g., ea, oi, oo)	3	3	Understanding
2.RFS.3	I can identify two-syllable words with long vowels.	2	3	Understanding
2.RFS.3	I can identify words with similar patterns that create different sounds (e.g. bead/head, doll/roll, hint/pint).	3	3	Understanding
2.RFS.3	I can recognize irregulary spelled words (rule breakers).	1	3	Understanding
2.RFS.3	I can read irregular words without having to sound them out.	1	3	Understanding
2.RFS.3	I can identify words with common prefixes.	3	3	Understanding
2.RFS.4	I can read second grade text fluently and show comprehension through voice, timing, and expression.	1	3	Remember
2.RFS.4	I can recognize when a word I have read does not make sense within the text.	1	3	Remember
2.RFS.4	I can self-correct misread or misunderstood words using context clues.	1	3	Applying
2.RFS.4	I can reread with corrections when necessary.	1	3	Applying
2.RFS.4	I can read fluently (easy, smooth, and automatic).	1	3	Remember
2.RFS.4	I can read high frequency words.	1	3	Remember
2.W.2	I can select a topic and identify information (e.g., facts and definitions) to share.	3	3	Understand
2.W.2	I can use facts and definitions to share points and ideas about my topic.	3	3	Evaluate
2.W.2	I can present my information in writing and provide a concluding statement or section.	3	3	Create
2.W.7	I can define research and explain how it is different from other types of writing.	3	3	Understand
2.W.7	I can research a topic with others.	3	3	Analyze

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2.W.7	I can work with others to write about a research topic.	3	3	Produce
2.SL.3	I can ask relevant questions using accountable talk about a presentation when I do not understand or need more information. (C)	3	3	Create
2.SL.3	I can answer questions about a speaker's presentation and relate the idea to other topics. (A)	3	3	Analyze
2.SL.4	I can tell a story or share an experience using complete sentences and speaking in a clear voice (one that my audience can understand). (C)	3	3	Create
2.SL.6	I can speak using complete sentences when asked to provide details or clarification staying on topic. (C)	2	3	Create
2.L.1	I can expand and rearrange simple and compound sentences. (C)	3	3	Create
2.L.2	I can recognize holidays, product names, and geographic names and capitalize them when writing.	3	3	Understand
2.L.2	I can place a comma after the greeting and closing of letters. (A)	3	3	Apply
2.L.2	I can identify a contraction (a word formed from two or more words by omitting or combining som	3	3	Understand
2.L.2	I can identify a contraction (a word formed from two or more words by omitting or combining som	3	3	Understand
2.L.2	I can define possessives (nouns that own something) and use an apostrophe to form common poss	3	3	Apply
2.L.3	I can recongnize and explain how formal English (e.g., written language) differs from informal English (e.g., spoken language).	3	3	Understand
2.L.3	I can use formal and informal English when appropriate.	3	3	Apply
2.L.4	I can determine the meaning of unknown words using context clues (e.g., definitions, examples, res	2	3	Evaluating
2.L.5	I can make a real-life connection (text to self) to words I hear and read.	3	3	Apply
2.L.5	I can recognize verbs and adjectives that have similar meanings and choose the one that best fits the action or description.	3	3	Apply
2.L.6	I can discover new words and phrases through reading, listening, and conversation.	3	3	Understand
2.L.6	I can use my new words and phrases when speaking and writing.	3	3	Apply
2.L.6	I can use adjectives and adverbs (descriptive words) when speaking and writing.	3	3	Create

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