2nd Grade

Assessed in 4th 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	4	Remembering
2.RL.1	I can identify key details in a text (e.g., who, what, where, when, why, and how).	1	4	Application
2.RL.1	I can ask and answer questions before, during, and after reading a text.	1	4	Application
2.RL.1	I can use evidence from the text.	1	4	Application
2.RL.1	I can ask and answer questions to help me understand the key details in a poem.	2	4	Understanding
2.RL.2	I can retell (put into my own words) stories using key details.	2	4	Understanding
2.RL.2	I can identify key details of a poem in order to understand its theme.	2	4	Understanding
2.RL.3	I can identify the story elements of characters, settings, and plot in a story.	1	4	Remembering
2.RL.3	I can use key details to describe the characters in a story.	3	4	Application
2.RL.3	I can use key details to describe the settings in a story.	1	4	Application
2.RL.3	I can use key details to describe the major events in a story.	3	4	Application
2.RL.3	I can sequence major events in a story using key details.	2	4	Analyze
2.RL.3	I can compare and contrast events in a story.	2	4	Evaluate
2.RL.3	I can identify cause and effect.	2	4	Understanding
2.RL.3	I can describe how characters in a story respond/react to major events and challenges.	1	4	Understanding
2.RL.3	I can identify the problem and solution in a story.	1	4	Understanding
2.RL.4	I can identify words and phrases that create alliteration (repeated beginning consonant sound) in a	4	4	Remembering
2.RL.5	I can describe how the characters, setting, and action are introduced in a story.	3	4	Remembering
2.RL.5	I can describe how the events at the end of a story let me know what happened to the characters.	4	4	Understanding
2.RL.10	I can use reading strategies (ask questions, make connections, visualize, reread) that will help me understand difficult text.	4	4	Application
2.RIT.1	I can explain that a key detail is an important part of a text.	1	4	Understanding
2.RIT.1	I can use evidence from the text.	1	4	Application
2.RIT.1	I can ask and answer questions about key details and main idea in a text.	1	4	Application
2.RIT.1	I can identify who, where, when, why, and how to answer questions about a text.	1	4	Remembering
2.RIT.1	I can ask and answer questions before, during, and after reading a text.	1	4	Application
2.RIT.2	I can define main idea/topic (who or what the text is mostly about).	4	4	Remembering
2.RIT.2	I can determine the main topic and key details of a text.	4	4	Understanding
2.RIT.2	I can use text evidence to determine main idea and key details in a text.	4	4	Application
2.RIT.2	I can use text features to locate key details in a text.	4	4	Application
2.RIT.2	I can find the main topic and key details in a text using the photos and rereading the text.	4	4	Remembering
2.RIT.3	I can identify and find evidence for the cause and effect in a text.	2	4	Analyze

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2.RIT.4	I can identify words and phrases that are specific to the topic/subject of a text.	1	4	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	4	apply
2.RIT.5	I can use bold print, subheadings, charts, and labels to get meaning from a text.	1	4	Apply
2.RIT.5	I can find the main topic and key details in a text using the photos and rereading the text.	1	4	Apply
2.RIT.6	I can identify the reason an author wrote a text.	2	4	Understanding
2.RIT.6	I can explain why the author uses certain words and phrases in a text.	2	4	Understanding
2.RIT.9	I can compare and contrast information from two pieces of text.	4	4	Analyzing
2.RFS.3	I can decode words by breaking them into units of meaning (e.g., un+happy=unhappy).	4	4	Applying
2.RFS.3	I can recognize irregulary spelled words (rule breakers).	1	4	Understanding
2.RFS.3	I can read irregular words without having to sound them out.	1	4	Understanding
2.RFS.4	I can read second grade text fluently and show comprehension through voice, timing, and expression.	1	4	Remember
2.RFS.4	I can recognize when a word I have read does not make sense within the text.	1	4	Remember
2.RFS.4	I can self-correct misread or misunderstood words using context clues.	1	4	Applying
2.RFS.4	I can reread with corrections when necessary.	1	4	Applying
2.RFS.4	I can read fluently (easy, smooth, and automatic).	1	4	Remember
2.RFS.4	I can read high frequency words.	1	4	Remember
2.W.5	I can recognize that a good piece of writing requires more than one draft.	1	4	Understand
2.W.5	I can recognize that a good piece of writing requires more than one draft.	2	4	Understand
2.W.5	I can recognize that a good piece of writing requires more than one draft.	3	4	Understand
2.W.5	I can recognize that a good piece of writing requires more than one draft.	4	4	Understand
2.W.5	I can revise my writing (e.g., reading aloud, checking for misunderstanding, adding and deleting det	1	4	Analyze
2.W.5	I can revise my writing (e.g., reading aloud, checking for misunderstanding, adding and deleting det	2	4	Analyze
2.W.5	I can revise my writing (e.g., reading aloud, checking for misunderstanding, adding and deleting det	3	4	Analyze
2.W.5	I can revise my writing (e.g., reading aloud, checking for misunderstanding, adding and deleting det	4	4	Analyze
2.W.5	I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc.	1	4	Analyze
2.W.5	I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc.	2	4	Analyze
2.W.5	I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc.	3	4	Analyze
2.W.5	I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc.	4	4	Analyze
2.W.5	I can prepare a new draft with changes that strengthens my writing.	1	4	Create
2.W.5	I can prepare a new draft with changes that strengthens my writing.	2	4	Create

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2.W.5	I can prepare a new draft with changes that strengthens my writing.	3	4	Create
2.W.5	I can prepare a new draft with changes that strengthens my writing.	4	4	Create
2.W.6	I can identify digital tools (e.g., Word, Publisher, PowerPoint) that will help me produce and publish	2	4	Understand
2.W.6	I can identify digital tools (e.g., Word, Publisher, PowerPoint) that will help me produce and publish	3	4	Understand
2.W.6	I can identify digital tools (e.g., Word, Publisher, PowerPoint) that will help me produce and publish	4	4	Understand
2.W.6	I can use digital tools to produce and publish my writing.	2	4	Create
2.W.6	I can use digital tools to produce and publish my writing.	3	4	Create
2.W.6	I can use digital tools to produce and publish my writing.	4	4	Create
2.W.6	I can use digital tools to collaborate/work with others.	2	4	Understand
2.W.6	I can use digital tools to collaborate/work with others.	3	4	Understand
2.W.6	I can use digital tools to collaborate/work with others.	4	4	Understand
2.SL.1	I can identify and follow the agreed upon rules for discussion.	1	4	Understand
2.SL.1	I can identify and follow the agreed upon rules for discussion.	2	4	Understand
2.SL.1	I can identify and follow the agreed upon rules for discussion.	3	4	Understand
2.SL.1	I can identify and follow the agreed upon rules for discussion.	4	4	Understand
2.SL.1	I can make connections between the comments of others. Skill	1	4	Analyze
2.SL.1	I can make connections between the comments of others. Skill	2	4	Analyze
2.SL.1	I can make connections between the comments of others. Skill	3	4	Analyze
2.SL.1	I can make connections between the comments of others. Skill	4	4	Analyze
2.SL.1	I can ask questions when I do not understand.	1	4	Understand
2.SL.1	I can ask questions when I do not understand.	2	4	Understand
2.SL.1	I can ask questions when I do not understand.	3	4	Understand
2.SL.1	I can ask questions when I do not understand.	4	4	Understand
2.SL.2	I can identify information from a text being read aloud.	1	4	Remember
2.SL.2	I can identify information from a text being read aloud.	2	4	Remember
2.SL.2	I can identify information from a text being read aloud.	3	4	Remember
2.SL.2	I can identify information from a text being read aloud.	4	4	Remember
2.SL.2	I can identify information that is presented in different formats (e.g., media, charts, graphs, website	1	4	Understand
2.SL.2	I can identify information that is presented in different formats (e.g., media, charts, graphs, website	2	4	Understand
2.SL.2	I can identify information that is presented in different formats (e.g., media, charts, graphs, website	3	4	Understand
2.SL.2	I can identify information that is presented in different formats (e.g., media, charts, graphs, website	2	4	Understand
2.SL.2	I can describe key ideas or details from a text or presentation.	1	4	Understand
2.SL.2	I can describe key ideas or details from a text or presentation.	2	4	Understand
2.SL.2	I can describe key ideas or details from a text or presentation.	3	4	Understand

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2.SL.2	I can describe key ideas or details from a text or presentation.	4	4	Understand
2.SL.3	I can ask relevant questions using accountable talk to gain information from others to increase understanding of the presentation. (C)	4	4	Create
2.SL.3	I can answer questions about a speaker's presentation and defend my position. (E)	4	4	Evaluate
2.SL.4	I can tell a story or share an experience using time order words and complete sentences speaking with a clear voice. (C)	4	4	Create
2.SL.5	I can read aloud stories or poems and use my voice to make them come to life (e.g., adjust the volume of my voice, make exclamations, change the pace). (C)	4	4	Create
2.SL.5	I can speak clearly and at an understandable pace (speed) when creating audio recordings of stories or poems. (C)	4	4	Create
2.SL.5	I can add drawings or visual displays (e.g., illustrations, graphs, photos) to make my ideas, thoughts, and feelings clear. (C)	4	4	Create
2.L.3	I can recognize holidays, product names, and geographic names and capitalize them when writing.	4	4	Understand
2.L.2	I can place a comma after the greeting and closing of letters. (A)	4	4	Apply
2.L.2	I can identify misspelled words and use a dictionary to assist me in spelling correctly.	4	4	Understand
2.L.3	I can recongnize and explain how formal English (e.g., written language) differs from informal English (e.g., spoken language).	4	4	Understand
2.L.4	I can determine the meaning of unknown words using context clues (e.g., definitions, examples, res	3	4	Evaluating
2.L.4	I can determine the meaning of unknown words using context clues (e.g., definitions, examples, res	4	4	Evaluating
2.L.4	I can recognize and define common prefixes (e.g., un-, dis-, re-).	1	4	Understand
2.L.4	I can recognize and define common prefixes (e.g., un-, dis-, re-).	2	4	Understand
2.L.4	I can recognize and define common prefixes (e.g., un-, dis-, re-).14Understand	3	4	Understand
2.L.4	I can recognize and define common prefixes (e.g., un-, dis-, re-).	4	4	Understand
2.L.4	I can break down unknown words into units of meaning (prefix, root) to determine definitions.	1	4	Analyze
2.L.4	I can break down unknown words into units of meaning (prefix, root) to determine definitions.	2	4	Analyze
2.L.4	I can break down unknown words into units of meaning (prefix, root) to determine definitions.	3	4	Analyze
2.L.4	I can break down unknown words into units of meaning (prefix, root) to determine definitions.	4	4	Analyze
2.L.4	I can recognize compound words (words composed of two or more words) and predict the meaning	1	4	Create
2.L.4	I can recognize compound words (words composed of two or more words) and predict the meaning	2	4	Create
2.L.4	I can recognize compound words (words composed of two or more words) and predict the meaning	3	4	Create
2.L.4	I can recognize compound words (words composed of two or more words) and predict the meaning	4	4	Create
2.L.4	I can determine the meaning of an unknown word by using glossaries and beginning dictionaries.	2	4	Evaluating

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2.L.4	I can determine the meaning of an unknown word by using glossaries and beginning dictionaries.	3	4	Evaluating
2.L.4	I can determine the meaning of an unknown word by using glossaries and beginning dictionaries.	4	4	Evaluating
2.L.4	c. I can use affixes to help me define new words.	1	4	Apply
2.L.4	c. I can use affixes to help me define new words.	2	4	Apply
2.L.4	c. I can use affixes to help me define new words.	3	4	Apply
2.L.4	c. I can use affixes to help me define new words.	4	4	Apply
2.L.4	d.I can identify root words and understand that adding -s, -es, -ed, and -ing changes the meaning of a root word.	1	4	Understand
2.L.4	d.I can identify root words and understand that adding -s, -es, -ed, and -ing changes the meaning of a root word.	2	4	Understand
2.L.4	d.I can identify root words and understand that adding -s, -es, -ed, and -ing changes the meaning of a root word.	3	4	Understand
2.L.4	d.I can identify root words and understand that adding -s, -es, -ed, and -ing changes the meaning of a root word.	4	4	Understand
2.L.5	I can make a real-life connection (text to self) to words I hear and read.	4	4	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.	4	4	Apply
2.L.6	I can discover new words and phrases through reading, listening, and conversation.	4	4	Understand
2.L.6	I can use my new words and phrases when speaking and writing.	4	4	Apply
2.L.6	I can use adjectives and adverbs (descriptive words) when speaking and writing.	4	4	Create

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