2nd Grade
Introduced in 2nd Quarter

Code	I Can…	Intro	Assess	Blooms
2.RL.1	I can identify the beginning, middle, and end of a story.	2	2	Remembering
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	2	Understanding
2.RL.2	I can retell (put into my own words) stories using key details.	2	3	Understanding
2.RL.2	I can retell (put into my own words) stories using key details.	2	4	Understanding
2.RL.2	I can define central message or lesson (the overall idea an author is trying to share).	2	2	Remembering
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	2	Application
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 identify key details of a poem in order to understand its theme.	2	4	Understanding
2.RL.3	I can sequence major events in a story using key details.	2	2	Analyze
2.RL.3	I can sequence major events in a story using key details.	2	3	Analyze
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	2	Evaluate
2.RL.3	I can compare and contrast events in a story.	2	3	Evaluate
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	2	Understanding
2.RL.3	I can identify cause and effect.	2	3	Understanding
2.RL.3	I can identify cause and effect.	2	4	Understanding
2.RL.4	I can identify words and phrases that create a beat in a poem or song.	2	2	Remembering
2.RL.7	I can use both text and illustrations to find details about the characters, setting, and plot in a story.	2	2	Application
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.9	I can compare (find similarities) two or more versions of the same story.	2	2	Understanding
2.RL.9	I can contrast (find differences) two or more versions of the same story.	2	2	Understanding
2.RL.10	I can recognize when the text I am reading is too easy or too difficult for me.	2	2	Remembering
2.RL.10	I can use reading strategies (ask questions, make connections, visualize, reread) that will help me understand difficult text.	2	2	Application
2.RIT.3	I can sequence the events of a story by telling what happened right before and right after an event.	2	2	Remember
2.RIT.3	I can identify and find evidence for the cause and effect in a text.	2	2	Analyze
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.3	I can determine the problem and its solution in an informational text.	2	2	understanding
2.RIT.3	I can identify historical events, scientific ideas or concepts, or steps in a process.	2	2	Remember
2.RIT.3	I can identify historical events, scientific ideas or concepts, or steps in a process.	2	3	Remember
2.RIT.6	I can identify the reason an author wrote a text.	2	2	Understanding
2.RIT.6	I can identify the reason an author wrote a text.	2	3	Understand
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	2	Understanding
2.RIT.6	I can explain why the author uses certain words and phrases in a text.	2	3	Understanding
2.RIT.6	I can explain why the author uses certain words and phrases in a text.	2	4	Understanding
2.RIT.7	I can use the illustrations and details in a text to describe the key ideas.	2	2	Understanding
2.RIT.8	I can identify specific points the author makes in a text.	2	2	Understanding
2.RIT.8	I can explain why the author uses certain words and phrases in a text.	2	2	Understanding
2.RIT.8	I can use text exidence to identify reasons that support the main topic	2	2	Understanding
2.RIT.8	I can read the titles and labels of a diagram to figure out how something works.	2	2	Applying
2.RIT.8	I can read the titles and labels of a diagram to figure out how something works.	2	3	Applying
2.RFS.3	I can identify the most common long vowel patterns (CVCE and VCE).	2	2	Understanding
2.RFS.3	I can identify two-syllable words with long vowels.	2	2	Understanding
2.RFS.3	I can identify two-syllable words with long vowels.	2	3	Understanding
2.RFS.3	I can identify words with common suffixes.	2	2	Understanding
2.W.1	I can identify my opinion about a topic or book.	2	2	Understand
2.W.1	I can support my opinion with reasons.	2	2	Evaluate
2.W.1	I can link my opinions and reasons with connecting words.	2	2	Analyze
2.W.1	I can write an opinion piece with an introduction, opinion, supporting reasons, and a concluding statement/section.	2	2	Create
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 revise my writing (e.g., reading aloud, checking for misunderstanding, adding and deleting det	2	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 prepare a new draft with changes that strengthens my writing.	2	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 use digital tools to produce and publish my writing.	2	4	Create
2.W.6	I can use digital tools to collaborate/work with others.	2	4	Understand
2.SL.1	I can identify and follow the agreed upon rules for discussion.	2	4	Understand
2.SL.1	I can make connections between the comments of others. Skill	2	4	Analyze
2.SL.1	I can ask questions when I do not understand.	2	4	Understand

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2.SL.2	I can identify information from a text being read aloud.	2	4	Remember
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	2	4	Understand
2.SL.2	I can describe key ideas or details from a text or presentation.	2	4	Understand
2.SL.3	I can ask relevant questions about a presentation when I do not understand or need more information. (C)	2	2	Create
2.SL.3	I can answer questions about a speaker's presentation and explain my thinking. (U)	2	2	Understand
2.SL.4	I can tell a story or share an experience with facts and relevant (appropriate), descriptive details. (C)	2	2	Create
2.SL.6	I can speak using complete sentences when asked to provide details or clarification. (C)	2	2	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 identify reflexive pronouns (personal pronouns compounded with -self or -selves and use them correctly. (U)	2	2	Understand
2.L.1	I can identify irregular verbs in the past tense (past tense verbs that are not formed by adding -ed) and use them correctly. (U)	2	2	Understand
2.L.1	I can identify adjectives (words that add meaning to a noun or pronoun) and adverbs (words that add meaning to a verb, adjective, or other adverb) and use them correctly. (U)	2	2	Understand
2.L.1	I can identify and create compound sentences (e.g., Omar walked to school, and his dog followed him.). (U, C))	2	2	Understand, Create
2.L.2	I can recognize holidays, product names, and geographic names and capitalize them when writing.	2	2	Understand
2.L.2	I can place a comma after the greeting and closing of letters. (A)	2	2	Apply
2.L.2	I can identify a contraction (a word formed from two or more words by omitting or combining som	2	2	Understand
2.L.3	I can recongnize and explain how formal English (e.g., written language) differs from informal English (e.g., spoken language).	2	2	Understand
2.L.4	I can determine the meaning of unknown words using context clues (e.g., definitions, examples, res	2	3	Evaluating
2.L.4	I can recognize and define common prefixes (e.g., un-, dis-, re-).	2	4	Understand
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 recognize compound words (words composed of two or more words) and predict the meaning	2	4	Create
2.L.4	I can determine the meaning of an unknown word by using glossaries and beginning dictionaries.	2	4	Evaluating
2.L.4	c. I can use affixes to help me define new words.	2	4	Apply

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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.5	I can make a real-life connection (text to self) to words I hear and read.	2	2	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.	2	2	Apply
2.L.6	I can discover new words and phrases through reading, listening, and conversation.	2	2	Understand
2.L.6	I can use my new words and phrases when speaking and writing.	2	2	Apply
2.L.6	I can use adjectives and adverbs (descriptive words) when speaking and writing.	2	2	Create

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