Reading Foundation:
2.RF.3f Recognize and read grade-appropriate irregularly spelled words.
2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
2.RF.4a Read on-level text with purpose and understanding.
2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings

Reading Informational:
2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range

Reading Literature:
2.RL.10 By the end of 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.

Language:
2.L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spelling
2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

Speaking and Listening:
2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
2.SL.1a 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).
2.SL.1b Build on others’ talk in conversation by linking their comments to the remarks of others
2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion
2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.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.

WCE:
1.WCE.ELA.7 Print all upper- and lowercase letters in the alphabet
2.WCE.18 Take at least two content area assessments online annually.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Student-Friendly “I Can” Statement</th>
</tr>
</thead>
</table>
| **Reading Foundation:**  
2.RF.3b Know spelling-sound correspondences for additional common vowel teams. **Assessed unit**  
2.RF.3f Recognize and read grade-appropriate irregularly spelled words. | I can read, spell, and write words with the variant sounds of u.  
I can read high frequency words. |
| **Reading Informational:**  
2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **Assessed weekly/assessed unit** | I can sequence the events of a story by telling what happened right before and right after an event. |
| **Language:**  
2.L.2a Capitalize holidays, product names, and geographic names.  
2.WCE.ELA.2 Identify and use singular, plural, common, proper, and possessive nouns  
2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase. **Assessed weekly**  
2.WCE.ELA.5 Identify a synonym or antonym for a given word | I can use a possessive pronoun (my, your, our, his, her, or their).  
I can capitalize proper nouns.  
I can find a synonym for a word.  
I can demonstrate understanding of meanings of new words |
| 2.L.5 Demonstrate understanding of word relationships and nuances in word meanings  
2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). | I can demonstrate understanding of meanings of new words |
| **Writing:**  
2.W.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. **Assessed unit**  
2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences | I can put events in the sequence in which they happen in my writing. |
<table>
<thead>
<tr>
<th><strong>Reading Foundation:</strong></th>
<th><strong>I can write and record a speech about a hero.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.RF.3b</strong> Know spelling-sound correspondences for additional common vowel teams. <strong>Assessed unit</strong></td>
<td><strong>I can read, spell, and write words with a, aw, au, augh, al, and ough.</strong>&lt;br&gt;<strong>I can read high frequency words.</strong></td>
</tr>
<tr>
<td><strong>2.RF.3f</strong> Recognize and read grade-appropriate irregularly spelled words.</td>
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</tr>
<tr>
<td><strong>Reading Literature:</strong></td>
<td><strong>I can identify the problem and solution in a story.</strong></td>
</tr>
<tr>
<td><strong>2.RL.3</strong> Describe how characters in a story respond to major events and challenges. <strong>Assessed weekly/assessed unit</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Language:</strong></td>
<td><strong>I can use an apostrophe to form contractions and possessives.</strong></td>
</tr>
<tr>
<td><strong>2.L.2c</strong> Use an apostrophe to form contractions and frequently occurring possessives. <strong>Assessed unit</strong></td>
<td><strong>I can use my knowledge of homophones to determine the meaning of a word.</strong></td>
</tr>
<tr>
<td><strong>2.WCE.ELA.2</strong> Identify and use singular, plural, common, proper, and possessive pronouns.</td>
<td><strong>I can demonstrate understanding of meanings of new words</strong></td>
</tr>
<tr>
<td><strong>2.L.4a</strong> Use sentence-level context as a clue to the meaning of a word or phrase. <strong>Assessed weekly/assessed unit</strong></td>
<td><strong>I can use linking words to show how ideas are connected.</strong></td>
</tr>
<tr>
<td><strong>2.L.5</strong> Demonstrate understanding of word relationships and nuances in word meanings</td>
<td></td>
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<tr>
<td><strong>2.L.5a</strong> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
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<td><strong>Writing:</strong></td>
<td><strong>I can use linking words to show how ideas are connected.</strong></td>
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<tr>
<td><strong>2.W.3</strong> 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.</td>
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<tr>
<td>2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
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<tr>
<td>2.WCE.ELA.11 Alphabetize words to the 2nd and 3rd letter.</td>
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<tbody>
<tr>
<td>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Assessed weekly/assessed unit</td>
</tr>
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<table>
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<tr>
<th>Language:</th>
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<tr>
<td>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Assessed unit</td>
</tr>
<tr>
<td>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>2.L.3a Compare formal and informal uses of language.</td>
</tr>
<tr>
<td>2.L.4a Use sentence level context as a clue to the meaning of a word or phrase. Assessed weekly/assessed unit</td>
</tr>
<tr>
<td>2.L.5 Demonstrate understanding of word relationships and nuances in word meanings</td>
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<tr>
<td>2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
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<thead>
<tr>
<th>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read, spell, and write words with short vowel diagraphs.</td>
</tr>
<tr>
<td>I can alphabetize words to the 2nd and 3rd letter.</td>
</tr>
<tr>
<td>I can read high frequency words.</td>
</tr>
<tr>
<td>I can identify and find evidence for the cause and effect in a text.</td>
</tr>
<tr>
<td>I can explain that a present-tense verb must agree with the pronoun in the same sentence.</td>
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<tr>
<td>I can capitalize the first, last, and important words in a title.</td>
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<tr>
<td>I can use context clues to determine the meaning of a multiple-meaning word.</td>
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<tr>
<td>I can demonstrate understanding of meanings of new words</td>
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<tr>
<td>Writing:</td>
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<td>2.W.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.</td>
</tr>
<tr>
<td>Reading Informational:</td>
</tr>
<tr>
<td>2.RI.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.</td>
</tr>
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<td>2.W.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.</td>
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<td>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
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<td>2.W.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).</td>
</tr>
<tr>
<td>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
<tr>
<td>2.L.2 Demonstrate command of conventions of standard English, capitalization, punctuation, and spelling when writing</td>
</tr>
<tr>
<td>2.L.3 Compare formal and informal uses of English</td>
</tr>
<tr>
<td>2.WCE.ELA.13 Recognize letters and numbers on a keyboard</td>
</tr>
<tr>
<td>2.WCE.ELA.14 Demonstrate appropriate use of a mouse, shift key, space bar, and enter or return key</td>
</tr>
<tr>
<td>2.WCE.ELA.15 Use right/left hand positioning on the keyboard</td>
</tr>
<tr>
<td>2.WCE.ELA.16 Maintain correct posture at the keyboard</td>
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<tr>
<td>Reading Foundation:</td>
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<tr>
<td>RF.2.3c Decode regularly spelled two-syllable words with long vowels.</td>
</tr>
<tr>
<td>RF.2.3f Recognize and read grade-appropriate irregularly spelled words.</td>
</tr>
<tr>
<td>Reading Literature:</td>
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<tr>
<td>RL.2.2 Recall stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <strong>Assessed weekly/assessed unit</strong></td>
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<table>
<thead>
<tr>
<th>Language:</th>
<th>I can explain that an adjective is a word that describes a person, place, or thing.</th>
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<tbody>
<tr>
<td>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. <strong>Assessed unit</strong></td>
<td>I can use commas in a series of words.</td>
</tr>
<tr>
<td>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <strong>Assessed weekly/assessed unit</strong></td>
<td>I can use context clues to determine the meaning of a word.</td>
</tr>
<tr>
<td>L.2.4a Use sentence level context as a clue to the meaning of a word or phrase. <strong>Assessed weekly/assessed unit</strong></td>
<td>I can demonstrate understanding of meanings of new words.</td>
</tr>
<tr>
<td>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings</td>
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<tr>
<td>L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
<td>I can write a narrative with a strong opening that grabs the reader’s attention.</td>
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<tr>
<td>W.2.3 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. <strong>Correlates with 2.MU.4.3.3 re: composing an introduction and coda to a piece of music</strong></td>
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<td>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
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<tr>
<th>Reading Foundation:</th>
<th>I can read, spell, and write words with the CVCe pattern.</th>
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<tr>
<td>RF.2.3c Decode regularly spelled two-syllable words with long vowels. <strong>Assessed unit</strong></td>
<td>I can read high frequency words.</td>
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<tr>
<td>RF.2.3f Recognize and read grade-appropriate irregularly spelled words.</td>
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<tr>
<th>Reading Informational:</th>
<th>I can find text evidence to determine the author’s purpose.</th>
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<tr>
<td>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <strong>Assessed weekly/assessed unit</strong></td>
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<tr>
<td>Correlates with 2.ART.2.3 re: using details in art to determine its artistic purpose</td>
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<tr>
<td><strong>RI.2.8</strong> Describe how reasons support specific points the author makes in a text. <strong>Assessed weekly/assessed unit</strong></td>
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<tr>
<td><strong>L.2.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <strong>Assessed unit</strong></td>
</tr>
<tr>
<td><strong>2.WCE.ELA.8</strong> Identify and use articles.</td>
</tr>
<tr>
<td><strong>L.2.4</strong> 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</td>
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<tr>
<td><strong>L.2.5</strong> Demonstrate understanding of word relationships and nuances in word meanings</td>
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<tr>
<td><strong>L.2.5a</strong> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
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<td><strong>W.2.2</strong> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
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<tr>
<td><strong>RI.2.2</strong> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <strong>Assessed weekly/assessed unit</strong></td>
</tr>
<tr>
<td><strong>RI.2.8</strong> Describe how reasons support specific points the author makes in a text. <strong>Assessed weekly</strong></td>
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<thead>
<tr>
<th>I can read the title and labels of a diagram to figure out how something works.</th>
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</thead>
<tbody>
<tr>
<td>I can capitalize names and titles.</td>
</tr>
<tr>
<td>I can use articles and this, that, these, and those in my writing and speaking.</td>
</tr>
<tr>
<td>I can figure out the meaning of an unfamiliar word by looking at context clues in other sentences in the paragraph.</td>
</tr>
<tr>
<td>I can demonstrate understanding of meanings of new words</td>
</tr>
<tr>
<td>I can use content words in my informative/explanatory writing.</td>
</tr>
<tr>
<td>I can read, spell, and write words with consonant+le, -el, and –al syllables.</td>
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<tr>
<td>I can read high frequency words.</td>
</tr>
<tr>
<td>I can use text evidence to determine main idea and key details in a text.</td>
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<tr>
<td>Language:</td>
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</tr>
<tr>
<td><strong>L.2.1e</strong> Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
</tr>
<tr>
<td><strong>2.WCE.ELA.2</strong> Identify and use singular, plural, common, proper, and possessive nouns</td>
</tr>
<tr>
<td><strong>L.2.4c</strong> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <strong>Assessed weekly/assessed unit</strong></td>
</tr>
<tr>
<td><strong>L.2.5</strong> Demonstrate understanding of word relationships and nuances in word meanings</td>
</tr>
<tr>
<td><strong>L.2.5a</strong> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
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<td><strong>RF.2.3b</strong> Know spelling-sound correspondences for additional common vowel teams. <strong>Assessed unit</strong></td>
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<tr>
<td><strong>RF.2.3c</strong> Decode regularly spelled two-syllable words with long vowels. <strong>RF.2.3f</strong> Recognize and read grade-appropriate irregularly spelled words.</td>
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<td><strong>RI.2.3</strong> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <strong>Assessed weekly/assessed unit</strong></td>
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<td><strong>Language:</strong></td>
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<tr>
<td><strong>L.2.1e</strong> Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
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</table>

- I can add –er to the end of an adjective to compare two nouns.
- I can add an apostrophe and an s to show possession or ownership.
- I can use the meaning of Greek and Latin roots to figure out the meaning of words.
- I can demonstrate understanding of meanings of new words.
- I can use supporting details to give more information about a main idea.
- I can read, spell, and write words with vowel team syllables.
- I can read high frequency words.
- I can determine the problem and its solution in an informational text.
- I can identify a preposition such as in, at, of, from, with, to, and by.
- I can –er and –est to an adjective to show comparison.
- I can identify an adverb and know that many end in –ly.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>L.2.4</td>
<td>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.</td>
</tr>
<tr>
<td>L.2.5</td>
<td>Demonstrate understanding of word relationships and nuances in word meanings.</td>
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<td>L.2.5a</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
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**Writing:**

- **W.2.2** 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 figure out the meaning of an unfamiliar word by looking at context clues in other sentences in the paragraph.

  I can demonstrate understanding of meanings of new words.

  I can use a strong ending in my informative/explanatory writing.

- **W.2.1** 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. **Assessed unit**

- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- **W.2.7** 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).

- **L.2.2** Demonstrate command of conventions of standard English, capitalization, punctuation, and spelling when writing.

- **L.3.3** Compare formal and informal uses of English.

- **2.WCE.ELA.13** Recognize letters and numbers on a keyboard.

- **2.WCE.ELA.14** Demonstrate appropriate use of a mouse, shift key, space bar, and enter or return key.

- **2.WCE.ELA.15** Use right/left hand positioning on the keyboard.

- **2.WCE.ELA.16** Maintain correct posture at the keyboard.

I can write an opinion piece that contains the following:

- An introduction
- An opinion
- Reasons that support the opinion
- Linking words to connect the opinion and reasons
- A conclusion

I can type and publish a piece of writing.