Domain: Reading Literature (RL)

Cluster: Key Ideas and Details				
Standard 1: Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.				
	Q1	Q2	Q3	Q4
I can ask and answer questions about a text.	X	X	X	X
Standard 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.				
	Q1	Q2	Q3	Q4
I can retell stories with understanding.		X	X	
I can identify the central message, lesson or moral of stories, fables, and folktales.		X	X	
Standard 3: Describe how characters in a story respond to major events and challenges.				
	Q1	Q2	Q3	Q4
I can describe how characters behave and think in a story.	X			

Cluster: Craft and Structure				
Standard 4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.				
	Q1	Q2	Q3	Q4
I can describe how words and phrases create rhythm and meaning in a story, poem, or song.				X
Standard 5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.				
	Q1	Q2	Q3	Q4
I can describe how an author introduces a story and how the events in the middle of the story lead to the end.		X	X	X
Standard 6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.				
	Q1	Q2	Q3	Q4
I can describe how characters have different points of view.		X		

Cluster: Integration of Knowledge and Ideas				
Standard 7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.				
	Q1	Q2	Q3	Q4
I can use pictures and words to figure out the parts of a story.			X	
Standard 9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.				
	Q1	Q2	Q3	Q4
I can compare and contrast characters in different versions of the same story.		X		

Cluster: Range of Reading and Level of Text Complexity				
Standard 10: By the end of the 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.				
	Q1	Q2	Q3	Q4
I can read 2nd grade level narrative text with ease and understanding.	X	X	X	X

Domain: Reading Informational Text (RI)

Cluster: Key Ideas and Details				
Standard 1: Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.				
	Q1	Q2	Q3	Q4
I can ask and answer questions about the text to show my understanding.		X	X	X
Standard 2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.				
	Q1	Q2	Q3	Q4
I can tell the topic of a group of paragraphs.	X		X	X
I can tell the focus of a paragraph.	X			
Standard 3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.				
	Q1	Q2	Q3	Q4
I can describe how details in informational text are connected.			X	X

Cluster: Craft and Structure				
Standard 4: Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*				
	Q1	Q2	Q3	Q4
I can figure out the meaning of words and phrases in a text.	X			
Standard 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.				
	Q1	Q2	Q3	Q4
I know how to use text features to find information.	X	X	X	
Standard 6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.				
	Q1	Q2	Q3	Q4
I can tell the main purpose of a text to explain what the author wants people to understand about the topic.	X		X	X

Cluster: Integration of Knowledge and Ideas				
Standard 7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.				
	Q1	Q2	Q3	Q4
I can tell how pictures, diagrams, tables, and graphs add to understanding informational text.			X	X
Standard 8: Describe how reasons support specific points the author makes in a text.				
	Q1	Q2	Q3	Q4
I can describe how an author uses details to make a point.			X	
Standard 9: Compare and contrast the most important points presented by two texts on the same topic.				
	Q1	Q2	Q3	Q4
I can compare and contrast the key points in two different texts on the same topic.	X		X	

USD 203: 2nd Grade

Cluster: Range of Reading and Level of Text Complexity				
Standard 10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
	Q1	Q2	Q3	Q4
I can read 2nd grade level informational text with ease and understanding.	X	X	X	X

Domain: Reading Foundational Skills (RF)

Cluster: Phonics and Word Recognition				

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.
    a) Distinguish long and short vowels when reading regularly spelled one-syllable words.
    b) Know spelling-sound correspondences for additional common vowel teams.
    c) Decode regularly spelled two-syllable words with long vowels.
    d) Decode words with common prefixes and suffixes.
    e) Identify words with inconsistent but common spelling-sound correspondences.
    f) Recognize and read grade-appropriate irregularly spelled words.				

	Q1	Q2	Q3	Q4
I can use word study and phonics skills to read words.	X	X	X	X
a) I can tell the difference between long and short vowels.	X	X	X	X
b) I know the spellings and sounds of common vowel pairs.	X	X	X	X
c) I can read two-syllable words with long vowels.	X	X	X	X
d) I can read words with common prefixes and suffixes.	X	X	X	X
e) I can read words that are spelled differently from how they sound.	X	X	X	X
f) I can read words that are spelled irregularly.	X	X	X	X

Cluster: Fluency				

Standard 4: Read with sufficient accuracy and fluency to support comprehension.
    a) Read grade-level text with purpose and understanding.
    b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
    c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				

	Q1	Q2	Q3	Q4
I can comprehend while reading with accuracy and fluency.	X	X	X	X
a) I can read with purpose and understanding.	X	X	X	X
b) I can read aloud with accuracy and expression.	X	X	X	X
c) I can use context clues to correct my reading. I can reread if necessary.	X	X	X	X

Domain: Writing

Cluster: Text Type and Purposes

Standard 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.

	Q1	Q2	Q3	Q4
I can write about a topic or book and tell my opinion about it and give reasons that support my opinion.		X	X	X
I can use linking words (because, and, also) to link my opinions to my reasons.		X	X	X

Standard 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.

	Q1	Q2	Q3	Q4
I can write to inform about a topic with facts and other details.	X	X	X	X

Standard 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.

	Q1	Q2	Q3	Q4
I can write a detailed story that has a clear sequence of events.	X	X	X	X

Cluster: Production and Distribution of Writing

Standard 4: **W.2.4 begins in grade 3**

	Q1	Q2	Q3	Q4

Standard 5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

	Q1	Q2	Q3	Q4
I can stick to a topic.	X			
I can revise my writing.			X	

Standard 6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

	Q1	Q2	Q3	Q4
I can use technology to write and publish my work.				X
I can use technology to publish our writing on a group project.				X

Cluster: Research to Build and Present Knowledge

Standard 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).

	Q1	Q2	Q3	Q4
I can research and write with others for a project.	X			X

Standard 8: Recall information from experiences or gather information from provided sources to answer a question.

	Q1	Q2	Q3	Q4
I can recall or research information to answer a question.				X

Domain: Speaking and Listening

Cluster: Comprehension and Collaboration				
Standard 1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.				
a) 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).				
b) Build on others' talk in conversations by linking their comments to the remarks of others.				
c) Ask for clarification and further explanation as needed about the topics and texts under discussion.				
	Q1	Q2	Q3	Q4
I can take part in group discussions.				
a) I can follow the rules for a discussion.				
b) I can talk with others and add to what they say.				
c) I can ask questions about what is being discussed.				
Standard 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.				
	Q1	Q2	Q3	Q4
I can retell or describe details from what was read aloud or presented.				
Standard 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.				
	Q1	Q2	Q3	Q4
I can ask and answer questions about what was said to help me understand more.				

Cluster: Presentation of Knowledge and Ideas				
Standard 4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
	Q1	Q2	Q3	Q4
I can clearly and completely describe a story or experience.				
Standard 5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.				
	Q1	Q2	Q3	Q4
I can record myself reading a story or poem to clarify ideas, thoughts, and feelings.				
I can use pictures to help others understand what I am talking about.				
Standard 6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)				
	Q1	Q2	Q3	Q4
I can speak in complete sentences with detail when asked a question.				

Domain: Language

Cluster: Convention of Standard English

Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a) Use collective nouns (e.g., *group).*
    b) Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
    c) Use reflexive pronouns (e.g., *myself, ourselves*).
    d) Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
    e) Use adjectives and adverbs, and choose between them depending on what is to be modified.
    f) Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

	Q1	Q2	Q3	Q4
I can make good word choices when writing or speaking.	X	X	X	X
a) I can use collective nouns.				
b) I can form and use most irregular plural nouns.		X		
c) I can use reflexive pronouns.				
d) I can form and use the past tense of most irregular verbs.				
e) I can use adjectives and adverbs appropriately.			X	
f) I can produce, expand, and rearrange complete sentences.				

Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a) Capitalize holidays, product names, and geographic names.
    b) Use commas in greetings and closings of letters.
    c) Use an apostrophe to form contractions and frequently occurring possessives.
    d) Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
    e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

	Q1	Q2	Q3	Q4
I can follow the rules about words and sentences when I write.	X	X	X	X
a) I can capitalize holidays, product names, and geographic names.				
b) I can use commas in greetings and closings of letters.		X		X
c) I can use an apostrophe to form contractions and most possessives.	X		X	
d) I can apply what I know about spelling patterns to spell words.				
e) I can look up words to check their spellings.			X	

Cluster: Knowledge and Language

Standard 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a) Compare formal and informal uses of English

	Q1	Q2	Q3	Q4
I can use what I have learned about good language when writing, speaking, reading, or listening.				X
a) I can compare different styles of speaking.				

Cluster: Vocabulary Acquisition and Use

Standard 4: 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.
    a) Use sentence-level context as a clue to the meaning of a word or phrase.
    b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g.,

happy/unhappy, tell/retell).
c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

	Q1	Q2	Q3	Q4
I can use strategies to figure out the meaning of unknown words and phrases.	X	X	X	X
a) I can use context clues to help me figure out the meaning of a word or a phrase.			X	
b) I can figure out the meaning of a new word when a prefix has been added.			X	
c) I can use a word I know to figure out the meaning of another word.			X	X
d) I can figure out the meaning of a compound word by understanding the meanings of the individual words.				X
e) I can use glossaries and dictionaries to figure out the meaning of words and phrases.			X	

Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.
a) Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
b) Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

	Q1	Q2	Q3	Q4
I can show that I know the differences and similarities between words.		X	X	X
a) I can use words to describe the world around me.	X		X	
b) I can tell the differences between synonyms.			X	

Standard 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

	Q1	Q2	Q3	Q4
I can use new words that I have learned.	X	X	X	X