

GRADE 2 "I CAN" STATEMENTS

Language Arts

Standard: Phonemic Awareness/Word Recognition/Fluency

- 1. I can identify rhyming words with the same spelling pattern.
- 1. I can identify rhyming words that have different spelling patterns.
- 2. I can read words with more than one syllable.
- 3. I can blend the letter sounds to read words I don't know.
- 3. I can blend syllables to read words I don't know.
- 4. I can use what I know about word families to sound out words.
- 5. I can divide words into phonemes.
- 5. I can divide words into syllables.
- 5. I can divide words by their letter blends.
- 6. I can identify the beginning, middle, and ending sounds in words.
- 7. I can identify words that have short-vowel sounds.
- 7. I can identify words that have long-vowel sounds.
- 8. I can read most of the words on my sight word list.
- 9. I can read accurately, which means I read the words correctly.
- 10. I can read fluently, which means I can read quickly and accurately with expression.

Standard: Acquisition of Vocabulary

- 1. I use the word order in sentences to help me identify new words.
- 1. I use clues within the sentence to help me identify new words.
- 1. I use word order in sentences to help me define new words.
- 2. I can identify synonyms, that is, words that have similar meanings.
- 2. I can identify antonyms, that is, words that have opposite meanings.
- 3. I can sort words into categories by their attributes.
- 4. I can read most of the words on my sight word list.
- 5. I can tell the difference between words that look alike but have different meanings.
- 6. I can identify compound words.
- 6. I can determine the meaning of compound words because I know the individual words.
- 6. I can explain the meaning of a compound word because I explain the words that make up the compound word.
- 7. I know that a contraction is when two little words make one word and an apostrophe take the place of a letter.
- 7. I can identify contractions.
- 7. I can read contractions.
- 7. I know abbreviations are a short way to write longer words.
- 7. I can identify abbreviations.
- 8. I know the meaning of prefixes and understand how they change word meanings.
- 8. I know the meaning of suffixes and understand how they change word meanings.
- 9. I can identify root words.
- 9. I can use root words to help me decide the meaning of words.
- 9. I can use endings to help me decide the meaning of words.
- 10. I use a dictionary to help me choose the meaning of words that I do not know.
- 10. I use the glossary in my book to look up words that I do not know.
- 10. I use the computer dictionary to look up the meaning of words that I do not know.

GRADE 2 "I CAN" STATEMENTS

Standard: Reading Process

- 1. I know why I am reading.
- 1. I can tell my teacher why I am reading.
- 2. I can make predictions about what I am reading by looking at the pictures.
- 2. I can make predictions about what I am reading by thinking about what I already know.
- 3. I can compare what I read to what I already know.
- 3. I can contrast or explain the differences between what I have read and what I know.
- 4. I can identify the main idea of what I read.
- 4. I can give details that support the main idea.
- 5. I can show what I know about a story or book by using different graphic organizers.
- 6. I can answer questions my teacher asks about what I am reading to show that I understand.
- 7. I know when what I have read does not make sense.
- 7. I look back or read on to help me understand when what I have read does not make sense.
- 8. I know when a word does not make sense in my reading.
- 9. I have reasons for choosing the books that I do.
- 9. I can tell my teacher why I am choosing a book.
- 10. I read for various purposes.

Standard: Informational Text (Non-Fiction)

- 1. I use the table of contents to help me know what the book is about and to find information in the book.
- 1. I use the glossary in a book to help me understand words I don't know.
- 1. I use captions and illustrations in a book to help me understand what the book is about.
- 2. I can tell the order of events in a book.
- 3. I can write who, what, when, where, why, and how questions about what I read.
- 3. I can answer the who, what, when, where, why, and how questions that I have written.
- 4. I can identify the main idea in a non-fiction book.
- 4. I can identify the details that support the main idea of a non-fiction book.
- 5. I can tell my teacher what information is in a diagram.
- 5. I can tell my teacher what information is in a chart.
- 5. I can tell my teacher what information is in a graph.
- 5. I can tell my teacher what information is in a map.
- 6. I can follow directions in the correct order.

Standard: Literary Text (Fiction)

- 1. When I read a story that I have read before, I can compare and contrast the versions.
- 2. I can describe the characters in the story.
- 2. I can describe the setting of the story.
- 3. I can retell the important events in the story.
- 4. I know the difference between stories, poems, plays, fairy tales, and fables.
- 5. I can identify words from stories that appeal to the senses.
- 6. I can identify the theme of the story.

GRADE 2 "I CAN" STATEMENTS

Standard: Writing Processes

- 1. I can come up with writing ideas by talking with others.
- 2. I can create a main idea for my writing.
- 3. I can create a purpose and audience for my writing.
- 4. I can use organizational tools (like brainstorming, lists, webs, and Venn diagrams) to plan my writing.
- 5. I can organize my writing with a clear beginning, middle, and end.
- 6. I can use different types of sentences in my writing.
- 7. I can include transition words and phrases between ideas.
- 8. I can write a story based upon the different styles of books we've read.
- 9. I can use available technology to write text.
- 10. I can share my writing to make sure it makes sense.
- 11. I can add descriptive words and details when necessary and take out unnecessary information.
- 12. I can use resources (like our word wall or dictionary) to choose effective words for my writing.
- 13. I can proofread my writing to make sure it is correct (spelling, punctuation, capitalization, and grammar).
- 14. I can use tools (like rubrics or checklists) to check the quality of my writing.
- 15. I can rewrite and illustrate my writing to display and share with others.

Standard: Writing Applications

- 1. I can write stories with a clear message.
- 1. I can write stories with details and descriptive language.
- 1. I can write stories that have a logical sequence of events.
- 2. I can write about two stories I've read, comparing one story to the other.
- 2. I can write about what I have read by comparing it people or events in my life.
- 3. I can write a letter or invitation that includes important information.
- 3. I can include the date, greeting, body, closing, and signature in letters that I write.
- 4. I can write for different purposes (like journals, poems, messages, and notes).

Standard: Writing Conventions

- 1. I can print legibly.
- 1. I can space letters, words and sentences correctly.
- 2. I can spell words with consonant blends and digraphs.
- 3. I can spell high-frequency words correctly.
- 4. I can spell words studied correctly.
- 5. I can spell plural words correctly.
- 5. I can spell verb tenses correctly.
- 6. I can begin to use spelling patterns and rules correctly.
- 7. I can use my spelling strategies.
- 8. I can use periods, question marks, and exclamation points to end sentences correctly.
- 9. I can use quotation marks correctly.
- 10. I can use correct punctuation for contractions and abbreviations.
- 11. I can use correct capitalization (like proper nouns, the first word in a sentence, months, and days).
- 12. I can use nouns, verbs, and adjectives correctly.

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Standard: Writing Conventions (continued)

- 13. I can use singular or plural nouns with verbs that agree.
- 14. I can use personal pronouns (like I, me, you, we, us).
- 15. I can use past and present verb tenses correctly (like "we were" rather than "we was").
- 16. I can use nouns and pronouns that agree.

Standard: Research

- 1. I can write questions about ideas that I am interested in finding more information about.
- 2. I can find information about my topic in different places.
- 3. I can get information about my topic from many places with my teacher's help.
- 3. I can interview someone about my topic.
- 3. I can write what I know about my topic.
- 3. I can write what I observe about my topic.
- 4. I can identify the important information about my topic.
- 4. I can write notes about my topic using the important information that I have found.
- 5. I can sort information about my topic into categories (groups) with my teacher's help.
- 6. I can report the important information about my topic to others.

GRADE 2 "I CAN" STATEMENTS

Grade 2

Number, Number Sense and Operations

- 1. I can represent, compare, and order whole numbers using place-value of ones, tens, and hundreds by pictures, numbers and words.
- 2. I can recognize and classify numbers as even and odd.
- 3. I can count money and make change using coins and a dollar bill.
- 4. I can show and write the value of money using the ¢ sign and the \$ sign.
- 5. I can represent, compare, and order fractions using words, numbers, and pictures (halves, thirds, fourths, sixths, and eighths).
- 6. I can model, represent, and explain subtraction as comparison, take-away, and part-to-whole.
- 7. I can model, represent, and explain multiplication as repeated addition, with an array, and skip counting.
- 8. I can model, represent, and explain division as sharing equally and as repeated subtraction.
- 9. I can model and use the commutative property (turn-around) for addition.
- 10 a. I can complete my basic addition facts for addends through 9 with fluency.
- 10 b. I can complete my basic subtraction facts with differences less than 9 with fluency.
- 11. I can add and subtract multiples of ten.
- 12 a. I can show multiple strategies for adding 2- or 3- digit numbers.
- 12 b. I can show multiple strategies for subtracting 2- or 3- digit numbers.
- 13. I can use estimation for adding and subtracting numbers using front-end estimation and Judge the reasonableness of the answers.

Measurement

- 1. I can identify and select the appropriate units of measure for:
 - a. Length - centimeters, meters, inches, feet or yards;
 - b. Volume - liter, cups, pints, or quarts;
 - c. Weight - grams, ounces, or pounds;
 - d. Time - hour, half-hour, quarter hour, minutes, and time designations a.m. or p.m.
- 2. I can establish personal referents or use common items for units of measure to make estimates and comparisons. (width of finger is about 1 centimeter, etc.)
- 3. I can describe and compare the relationship among units of measure, such as inches, feet, yards, cups, pints, quarts, etc.
- 4. I can tell time to the nearest minute on a digital clock and to the nearest 5 minutes on an analog clock.
- 5. I can estimate and measure the length and weight of common objects, using metric and U.S. units of measurement.
- 6. I can select and use appropriate measurement tools such as a ruler, measuring cup, or scale.
- 7. I can make and test predictions about measurement using different units to measure length or volume.

GRADE 2 "I CAN" STATEMENTS

Geometry and Spatial Sense (Grade 2 continued)

- 1. I can identify, describe, compare, and sort three-dimensional objects based on their shape, number of faces, edges, corners and angles.
- 2. I can predict what new shapes will be formed by combining or cutting apart existing shapes.
- 3. I can recognize two and three-dimensional shapes from different positions.
- 4. I can identify and determine whether two-dimensional shapes are congruent (same shape and size) or similar (same shape but different size) by laying one on top of the other.
- 5. I can create and identify objects that are symmetrical.

Patterns, Functions, and Algebra

- 1. I can extend number patterns and create similar patterns by using objects or shapes to show the numbers.
- 2. I can use patterns to make generalizations, predictions and fill in the missing parts of a pattern.
- 3. I can make new patterns using pattern rules and describe the rule of my patterns.
- 4. I can use objects, pictures or symbols to represent a problem situation.
- 5. I can understand equal numbers and extend a number pattern using symbols.
($4+5=9$ and $9=4+5$ and $4+5=3+6$)
- 6. I can use symbols to show unknown numbers in addition or subtraction equations and find the value of these symbols. ($\square + r = 10$, $r - 2 = 4$)
- 7. I can describe quality and quantity changes, especially in addition or subtraction.
(A student grows taller versus a student growing two inches in one year.)

Data Analysis and Probability

- 1. I can ask questions, use observations, interviews and surveys to collect information and organize it into charts, picture graphs, and bar graphs.
- 2. I can read, interpret, and make comparisons and predictions using information from charts, line plots, picture graphs, and bar graphs.
- 3. I can read and make simple timelines to sequence events.
- 4. I can write sentences to describe and compare categories data on a chart or graph, and make statements about the data as a whole.
- 5. I can identify false or inappropriate statements about data given.
- 6. I can recognize that data may be different from one group of people to another.
- 7. I can list some of the possible outcomes of a simple experiment and predict which outcomes are most likely, equally likely, or least likely to happen.
- 8. I can use models and pictures to show possible arrangements of 2 or 3 objects.

GRADE 2 "I CAN" STATEMENTS

Science

Earth and Space Sciences

- 1. I can tell that there are more stars in the sky than anyone can count.
- 2. I can observe and describe how the sun, moon, and stars all look like they move slowly across the sky.
- 3. I can observe and describe how the moon looks a little different every day but looks the same in about four weeks.
- 4. I can observe how seasons repeat in a pattern or cycle, but the weather can change throughout the day.
- 5. I can tell about the weather by measuring the temperature and reporting precipitation.

Life Science

- 1. I can describe the basic needs (air, water, food, living space, and shelter) that all living things need.
- 2. I can identify there are different environments with their own plants and animals.
- 3. I can explain that living things live only in environments that meet their needs.
- 4. I can compare how plants and animals of the same kind are alike and different.
- 5. I can explain why all living things need food in order to have energy.
- 6. I can explain how the different structures of plants and animals help them live in different places.
- 7 a. I can compare the habitats of many different kinds of Ohio plants and animals.
- 7 b. I can tell some of the ways animals depend on plants and each other.
- 8. I can compare the activities of Ohio's animals and plants during the different seasons by telling about changes in their body coverings and behavior.
- 9. I can compare Ohio plants during different seasons and describe how their looks change.

Physical

- 1. I can explore how things make sounds.
- 2. I can explore and describe the different sounds made by vibrating objects.
- 3 a. I can use a flashlight to show how light travels in a straight line until it hits an object.
- 3 b. I can use a flashlight to make shadows.

Science & Technology

- 1. I can explain how making and using technology involves benefits and risks.
- 2. I can investigate why people make new products or invent new ways to meet their needs or wants.
- 3. I can predict how building or trying something new might affect other people and the environment.
- 4. I can communicate using words, pictures, and writing how to design something new.

Scientific Inquiry

- 1 & 2. I can ask "How can I?" or "How can we?" questions.
- 3. I can explore and investigate my own or my classmates' "How?" questions.
- 4. I can follow the correct safety rules when I'm doing an investigation.
- 5. I can use evidence to answer questions like "What do you think?" or "How do you know?"

GRADE 2 "I CAN" STATEMENTS

Scientific Inquiry (Grade 2 continued)

- 6. I can recognize that answers can be given from observations, events, and occurrences.
- 7. I can use the correct tools, instruments and equipment, to safely gather scientific information.
- 8. I can use tools such as a ruler, balance, or thermometer to measure properties of objects.
- 9. I can use whole numbers to order, count, identify, measure, and describe things and experiences.
- 10. I can share explanations with others, and give them a chance to ask questions and discuss other possible explanations.

Scientific Ways of Knowing

- 1. I can describe that scientific investigations generally work the same way under the same conditions.
- 2. I can explain why scientists review and ask questions about the results of other scientists' work.
- 3. I can describe ways in which using the solution to a problem might affect other people and the environment.
- 4. I can demonstrate that in science it is helpful to work with a team and share findings.

GRADE 2 "I CAN" STATEMENTS

Social Studies

History

- 1. I can measure time using days, weeks, months, and years.
- 2. I can list the days of the week and months of the year in order.
- 3. I can place events in the correct order on a time line.
- 4. I can use things from the past to answer questions about how people used to live.
- 5. I can identify the jobs that people did in the past and compare/contrast those jobs to jobs that people do today. (the present)
- 6. I can identify and describe how science and technology have changed:
 - a. Communication in our daily lives from past to present;
 - b. Transportation in our daily lives from the past to present.
- 7. I can tell how some individuals have made a difference in other's lives:
 - a. Social and political leaders in the U.S.; (like George Washington, Martin Luther King, Jr., and others)
 - b. Explorers, inventors, and scientists. (like Thomas Edison, Neil Armstrong, and others)

People in Societies

- 1. I can describe the cultural practices and products of people on different continents.
- 2. I can explain how stories, language, folktales, music and art from other cultures might influence us.
- 3. I can explain how different cultures have played an important part in how people live in the United States.
- 4. I can describe the roles that important people (like artists, inventors, scientists, architects, explorers, and political leaders) have played in the cultural heritage of the U.S.

Geography

- 1. I can read and describe a variety of maps.
- 2. I can make a map with a title and map key that explains all symbols that are used.
- 3. I can name and locate the continents and oceans.
- 4. I can locate and name landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3D models.
- 5. I can compare how land is used in urban, suburban, and rural environment.
- 6. I can tell how people have used and changed the land by clearing and building. (like roads and houses)

Economics

- 1. I can explain how resources can be used in different ways.
- 2. I can explain how people are both buyers and sellers of goods and services.
- 3. I can understand that most people work in jobs in which they produce goods or services.
- 4. I can explain why people in different parts of the world earn a living in different ways.
- 5. I can tell how money is used to buy goods and services and how different countries use different forms of money.

GRADE 2 "I CAN" STATEMENTS

Government

- 1. I can identify leaders such as the mayor, governor, and president and explain that people elect them.
- 2. I can tell why a government is necessary:
 - a. to make and enforce laws,
 - b. to give leadership,
 - c. provide services
 - d. solve problems,
 - e. help organize groups such as schools and communities.
- 3. I can explain the importance of landmarks in the United States (including the Washington Monument, the Jefferson Memorial and the Lincoln Memorial).
Lincoln Memorial and why we have each landmark.
- 4. I can explain why we have rules where people work.
- 5. I can predict the consequences of following or not following rules in different places.

Citizenship Rights and Responsibilities

- 1. I can model and tell how to work in a group and why it is important to:
 - a. work together,
 - b. be polite,
 - c. respect others in your group.
- 2. I can show how to follow the rules in a school setting.
- 3. I can be a good citizen by:
 - a. Being honest;
 - b. Being confident;
 - c. Respecting the rights of others;
 - d. Never giving up;
 - e. Showing a love of my country.

Social Studies Skills and Methods

- 1. I can find information from oral, visual, and print sources.
- 2. I can identify where I get information (people, printed materials, and electric sources).
- 3. I can predict the next event in a sequence.
- 4. I can tell the difference between fact and fiction in a variety of materials.
- 5. I can communicate with others in writing.
- 6. I can solve problems and put information together by myself and with others.