

# "I Can" Common Core!

## 2<sup>nd</sup> Grade Reading

### I Can Read Fiction

- I can tell who, what, where, when, why and how after reading stories. RL.2.1
- I can retell a story. RL.2.2
- I can tell how characters in a story respond to parts in a story. RL.2.3

### I Can Read Nonfiction

- I can tell who, what, where, when, why and how after reading nonfiction. RI.2.1
- I can find the main idea in a section of nonfiction. RI.2.2
- I can tell how events in history are connected. RI.2.3
- I can understand science steps and ideas in nonfiction. RI.2.3

### I Can Understand Fiction

- I can understand how words in a story can sound like music. RL.2.4
- I can find and understand the beginning, middle and end of a story. RL.2.5
- I can tell about the points of view of different characters. RL.2.6

### I Can Understand Nonfiction

- I can understand words in nonfiction. RI.2.4
- I can use text features to help me understand nonfiction. RI.2.5
- I can understand what the author is trying to teach me. RI.2.6

### **I Can Use What I Know To Understand Fiction**

- I can use words and pictures to help me tell about the characters, setting and plot. RL.2.7
- I can compare and contrast ways of telling the same story. RL.2.9

### **I Can Use What I Know To Understand Nonfiction**

- I can use diagrams and pictures to help me understand nonfiction. RI.2.7
- I can find reasons to support the main idea of nonfiction. RI.2.8
- I can compare and contrast the main idea of two nonfiction texts. RI.2.9

### **I Can Read and Understand Second Grade Fiction RL.2.10**

### **I Can Read and Understand Second Grade Nonfiction RI.2.10**

### **I Can Use Phonics To Help Me Read Words**

- I know the difference between long and short vowels. RF.2.3
- I can read second grade words. RF.2.3
- I can read prefixes and suffixes. RF.2.3
- I know how to spell second grade words. RF.2.3

### **I Can Read Fluently**

- I can read with expression. RF.2.4
- I can read accurately. RF.2.4
- I can reread to understand what words mean. RF.2.4

# “I Can” Common Core!

## 2<sup>nd</sup> Grade Writing

### I Can Write Different Types of Writing

- I can write to persuade. W.2.1
- I can write to teach. W.2.2
- I can write to tell a story. W.2.3

### I Can Make My Writing Better

- I can revise and edit my writing. W.2.5
- I can publish my writing. W.2.6

### I Can Use Research to Help My Writing

- I can record what I find when reading. W.2.7
- I can work with a partner to research. W.2.7
- I can record science observations. W.2.7
- I can remember what I have been taught to answer a question. W.2.8
- I can interview people to answer a question. W.2.8

# “I Can” Common Core!

## 2<sup>nd</sup> Grade Language

### I Can Use Proper English When I Write and Speak

- I can use collective nouns. L.2.1 (a *group* of people, a *pride* of lions)
- I can use plural nouns. L.2.1
- I can use reflexive pronouns. L.2.1 (*himself, myself, ourselves*)
- I can use irregular verbs. L.2.1 (*sat, hid, told*)
- I can use adjectives and adverbs correctly. L.2.1
- I can write complete second grade sentences. L.2.1
- I can join two sentences together (compound sentences.) L.2.1
- I can capitalize proper nouns. L.2.2
- I can use commas in greetings and closings of letters. L.2.2
- I can use apostrophes in contractions. L.2.2
- I can use apostrophes in possessives. L.2.2
- I can use spelling patterns when writing words. L.2.2
- I can use a dictionary to check and correct spelling. L.2.2

### I Can Use What I Know About Language in Different Situations

- I can write, speak, read and listen by using what I know. L.2.3
- I can compare formal and informal uses of English. L.2.3

## **I Can Figure Out What Words Mean and Use Them in Different Situations**

- I can use context clues to help me understand new words. L.2.4
- I can use prefixes to help me learn new words. L.2.4
- I can use root words to help me learn new words. L.2.4
- I can use small words to help me learn compound words. L.2.4
- I can use dictionaries and glossaries to help me understand new words. L.2.4
- I can use my senses to describe things.. L.2.5
- I can tell the difference between similar verbs. L.2.5
- I can use adjectives to describe nouns. L.2.6
- I can use adverbs to describe verbs. L.2.6

# “I Can” Common Core!

## 2<sup>nd</sup> Grade Speaking & Listening

### I Can Understand and Talk About What I Hear

- I can follow rules for discussions. SL.2.1
- I can participate in conversations with others. SL.2.1
- I can ask questions during discussions. SL.2.1
- I can tell about the key ideas and details after I listen or read. SL.2.2
- I can ask and answer a question about what a speaker says. SL.2.3

### I Can Share What I Know

- I can tell a story aloud. SL.2.4
- I can record what I am reading out loud. SL.2.5*
- I can draw to share what I am reading or have done. SL.2.5
- I can answer questions out loud in complete sentences. SL.2.6

# "I Can" Common Core!

## 2<sup>nd</sup> Grade Math

### I Can Use Addition and Subtraction to Help Me Understand Math

- I can use strategies to solve addition word problems. 2.OA.1
- I can use strategies to solve subtraction word problems. 2.OA.1
- I know my addition facts. 2.OA.2
- I know my subtraction facts. 2.OA.2
- I can group objects to tell if a number is odd or even. 2.OA.3
- I can use repeated addition to help me understand multiplication. 2.OA.4

### I Can Use Number Sense and Place Value to Help Me Understand Math

- I can understand and use hundreds, tens and ones. 2.NBT.1
- I can count to 1,000 using 1s, 5s, 10s and 100s. 2.NBT.2
- I can read and write numbers to 1,000 in different ways. 2.NBT.3
- I can compare three-digit numbers using  $<$ ,  $=$ , and  $>$ . 2.NBT.4
- I can add and subtract three-digit numbers. 2.NBT.5
- I can add more than two big numbers. 2.NBT.6
- I can add and subtract with regrouping. 2.NBT.7
- I can add and subtract tens and hundreds in my head. 2.NBT.8
- I can explain why I need to use addition or subtraction to help me solve problems. 2.NBT.9

## I Can Use Measurement and Data to Help Me Understand Math

- I can use different tools to measure objects. 2.MD.1
- I can compare the length of an object using two different units of measurement. 2.MD.2
- I can estimate the lengths of objects. 2.MD.3
- I can compare the length of two different objects. 2.MD.4
- I can use addition and subtraction to solve measurement problems. 2.MD.5
- I can make and use a number line. 2.MD.6
- I can tell time to five minutes. 2.MD.7
- I can understand a.m. and p.m. 2.MD.7
- I can count money to help me solve word problems. 2.MD.8
- I can make a table to organize data. 2.MD.9
- I can use a table to make a line plot. 2.MD.9
- I can make a graph. 2.MD.10

## I Can Use Geometry to Help Me Understand Math

- I can name and draw shapes. 2.G.1  
(I know triangles, quadrilaterals, pentagons, hexagons and cubes.)
- I can find the area of a rectangle. 2.G.2
- I can divide shapes into equal parts. 2.G.3
- I can use fractions to describe the equal parts of a shape. 2.G.3



*California Essential Standards for History/Social Science  
Grade Two: People Who Make a Difference  
From the California State Content Standards*

| Units                                                       | Standard                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analysis Skills<br>Chronological<br>and Spatial<br>Thinking | 1. Place events and people in time sequence; interpret time lines.                                                                                                                                                                                                                                                                                                                 |
|                                                             | 3. Explain how the present is connected to the past.                                                                                                                                                                                                                                                                                                                               |
|                                                             | 4. Use map and globe skills to determine the locations of places and interpret information from a legend, scale, or symbolic representation.                                                                                                                                                                                                                                       |
| Research,<br>Evidence, and<br>Point of View                 | 1. Differentiate between primary and secondary sources.                                                                                                                                                                                                                                                                                                                            |
|                                                             | 3. Distinguish fact from fiction by comparing documentation to stories.                                                                                                                                                                                                                                                                                                            |
| Historical<br>Interpretation                                | 3. Identify and interpret the multiple causes and effects of historical events.                                                                                                                                                                                                                                                                                                    |
| Content<br>Standards<br>2.1 Now and<br>Long Ago             | 1. Trace the history of their family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.                                                                                                                                                                                                                                |
|                                                             | 2. Compare and contrast their daily lives with those of parents, grandparents and/or guardians.                                                                                                                                                                                                                                                                                    |
|                                                             | 3. Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).                                                                                                                                                                                                                                                                  |
| 2.2 Map Skills                                              | 1. Locate on a simple letter-number grid system the specific locations and geographic features in neighborhood or community (e.g., map of the classroom, the school).                                                                                                                                                                                                              |
|                                                             | 3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.                                                                                                                                                                                                                                         |
| 2.5 People Who<br>Made a<br>Difference                      | 2.5 Understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., use biographies in the reading program of people like Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Abraham Lincoln, Golda Meir, Sally Ride, and Jackie Robinson). |

**California Essential Standards for Science  
Grade Two  
From the California State Content Standards**

| Strand                                                                                                                            | Standard                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical Sciences</b><br>1. The motion of objects can be observed and measured.                                                | a. Know that the position of an object can be described by locating it in relation to another object or to the background.                                                                                                 |
|                                                                                                                                   | b. Know that an object's motion can be described by recording a change in position of the object over time.                                                                                                                |
|                                                                                                                                   | c. Know the way to change how something is moving is by giving it a push or a pull; size of change is related to the strength (amount of force) of the push or pull.                                                       |
|                                                                                                                                   | d. Know tools/machines are used to apply pushes/pulls (forces) to make things move.                                                                                                                                        |
|                                                                                                                                   | e. Know that objects fall to the ground unless something holds them up.                                                                                                                                                    |
|                                                                                                                                   | f. Know that magnets can make some objects move without being touched.                                                                                                                                                     |
|                                                                                                                                   | g. Know that sound is made by vibrating objects; can be described by its pitch and volume.                                                                                                                                 |
| <b>Life Sciences</b><br>2. Plants and animals have predictable life cycles.                                                       | a. Know organisms reproduce offspring of their own kind; the offspring resemble their parents and one another.                                                                                                             |
|                                                                                                                                   | b. Know sequential life cycle stages are different for different animals (e.g., butterflies, frogs, mice).                                                                                                                 |
|                                                                                                                                   | c. Know many characteristics of an organism are inherited from the parents; some characteristics are caused or influenced by the environment.                                                                              |
|                                                                                                                                   | d. Know there is variation among individuals of one kind within a population.                                                                                                                                              |
|                                                                                                                                   | e. Know that light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.                                                                                                 |
|                                                                                                                                   | f. Know that flowers and fruits are associated with reproduction in plants.                                                                                                                                                |
| <b>Earth Sciences</b><br>3. Earth is made of materials that have distinct properties that provide resources for human activities. | a. Know how to compare the physical properties of different kinds of rocks and that rock is composed of different combinations of minerals.                                                                                |
|                                                                                                                                   | b. Know smaller rocks come from the breakage and weathering of larger rocks.                                                                                                                                               |
|                                                                                                                                   | c. Know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants. |
|                                                                                                                                   | d. Know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.                                                      |
|                                                                                                                                   | e. Know that rock, water, plants, and soil provide many resources, including food, fuel, and building materials that humans use.                                                                                           |
| <b>Investigation and Experimentation</b><br>4. Scientific progress is made by asking questions and conducting investigations.     | a. Make predictions based on observed patterns and not random guessing.                                                                                                                                                    |
|                                                                                                                                   | b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in metric system units.                                                                                    |
|                                                                                                                                   | c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).                                                                                               |
|                                                                                                                                   | e. Construct bar graphs to record data using appropriately labeled axes.                                                                                                                                                   |
|                                                                                                                                   | f. Use magnifiers or microscopes to observe and draw descriptions of small objects.                                                                                                                                        |
|                                                                                                                                   | g. Follow oral instructions for a scientific investigation.                                                                                                                                                                |