

**Jackson County Core Curriculum Collaborative (JC4)****2nd Grade ELA**

<b>Standard</b>	<b>Learning Targets in Student Friendly Language</b>
<b>RF.2.3</b>	I can decode words with short vowel sounds.
<b>RF.2.3</b>	I can recognize familiar short vowel spelling patterns.
<b>RF.2.3</b>	I can decode words with long vowel sounds.
<b>RF.2.3</b>	I recognize familiar long vowel spelling patterns.
<b>RF.2.3</b>	I can decode words with common prefixes and suffixes.
<b>RF.2.3</b>	I can identify common prefixes and suffixes.
<b>RF.2.3</b>	I can decode words by breaking them into parts.
<b>RF.2.3</b>	I can recognize words with common spelling patterns (anchor words/word families).
<b>RF.2.3</b>	I can read words with irregular spelling patterns (rule breakers/dolch words) without having to sound them out.
<b>RF.2.4</b>	I can fluently read.
<b>RF.2.4</b>	I can self-correct if I make a mistake when I read.
<b>RF.2.4</b>	I can understand what I read.
<b>RF.2.4</b>	I can read with expression.
<b>RL.2.1</b>	I can ask and answer questions before, during, and after reading a text.
<b>RL.2.1</b>	I can recall who, what, where, when, why, and how to show understanding of details in a fictional text.
<b>RL.2.2</b>	I can identify characteristics and recall details of stories (including fables and folktales from diverse cultures.)
<b>RL.2.2</b>	I can determine the message, lesson, or moral of stories (including folktales and fables from diverse cultures.)
<b>RL.2.3</b>	I can identify characters in a story.
<b>RL.2.3</b>	I can describe how characters react to events and challenges in a story.
<b>RL.2.4</b>	I can identify words and phrases that create a beat in a poem or song.
<b>RL.2.4</b>	I can identify words and phrases that create alliteration in a story, poem or song.
<b>RL.2.4</b>	I can identify words and phrases that create rhymes in a story, poem or song.
<b>RL.2.4</b>	I can identify words and phrases that are repeated in a story, poem or song.
<b>RL.2.4</b>	I can describe how words and phrases create rhythm and add meaning.
<b>RL.2.6</b>	I can define point of view.
<b>RL.2.6</b>	I can identify a character's point of view in a story.
<b>RL.2.6</b>	I can show different points of view by changing my voice when I read dialogue for each character.
<b>RL.2.7</b>	I can identify illustrations that support a story.
<b>RL.2.7</b>	I can explain how illustrations add meaning to the words in a story.
<b>RL.2.7</b>	I can use illustrations and words in a story to help me describe the characters, setting, or plot.
<b>RL.2.9</b>	I can retell two or more versions of the same story.
<b>RL.2.9</b>	I can compare and contrast two or more versions of the same story by different authors representing different cultures.
<b>RL.2.10</b>	I can fluently read fictional grade level text.
<b>RL.2.10</b>	I can read at an appropriate rate, with expression, and pay attention to punctuation.
<b>RL.2.10</b>	I can comprehend fictional grade level texts.
<b>RL.2.10</b>	I can recognize when the text I am reading is too easy or too difficult for me.
<b>RL.2.10</b>	I can accurately read fictional grade level texts.
<b>RL.2.10</b>	I can reread when necessary and apply reading strategies for trouble spots.

<b>RI.2.1</b>	I can recall who, what, where, when, why, and how to show understanding of details in a informational text.
<b>RI.2.1</b>	I can ask and answer questions before, during, and after reading a text.
<b>RI.2.2</b>	I can recognize the main idea in a text with more than one paragraph.
<b>RI.2.2</b>	I can identify what each paragraph is about in a text.
<b>RI.2.3</b>	I can identify historical events.
<b>RI.2.3</b>	I can identify scientific ideas or concepts.
<b>RI.2.3</b>	I can identify the steps in a process.
<b>RI.2.3</b>	I can explain how historical events connect.
<b>RI.2.3</b>	I can explain how scientific ideas or concepts connect.
<b>RI.2.3</b>	I can explain how the steps in a process connect.
<b>RI.2.4</b>	I can identify words and phrases that are specific to a the topic of a text.
<b>RI.2.4</b>	I can use information in a text to determine the meaning of words and phrases about the topic of the text.
<b>RI.2.5</b>	I can identify and give examples of text features.
<b>RI.2.5</b>	I can explain how text features help locate key facts or information.
<b>RI.2.5</b>	I can locate key facts or information about a topic using text features.
<b>RI.2.6</b>	I can identify purposes for reading.
<b>RI.2.6</b>	I can read a text and identify the author's main purpose for writing it.
<b>RI.2.7</b>	I can explain how the images add meaning to words.
<b>RI.2.7</b>	I can use images and words in a text to help me understand what I am reading.
<b>RI.2.8</b>	I can identify specific points the author makes in a text.
<b>RI.2.8</b>	I can describe the reasons the author uses to support each point.
<b>RI.2.9</b>	I can identify the most important points found in two texts on the same topic.
<b>RI.2.9</b>	I can compare the most important points found in two texts on the same topic.
<b>RI.2.9</b>	I can contrast the most important points found in two texts on the same topic.
<b>RI.2.10</b>	I can fluently read informational grade level texts.
<b>RI.2.10</b>	I can read at an appropriate rate, with expression, and pay attention to punctuation.
<b>RI.2.10</b>	I can accurately read informational grade level texts.
<b>RI.2.10</b>	I can reread when necessary and apply reading strategies for trouble spots.
<b>RI.2.10</b>	I can comprehend informational grade level texts.
<b>RI.2.10</b>	I can recognize when the text I am reading is too easy or too difficult for me.
<b>W.2.1</b>	I can state an opinion.
<b>W.2.1</b>	I can give reasons to support my opinion using linking words.
<b>W.2.1</b>	I can write a concluding sentence to restate my opinion.
<b>W.2.2</b>	I can introduce an informational topic.
<b>W.2.2</b>	I can use facts to explain my informational topic.
<b>W.2.2</b>	I can write a concluding statement or section.
<b>W.2.3</b>	I can write a narrative with a beginning, middle and end.
<b>W.2.3</b>	I can include details that describe actions, thoughts, and feelings.
<b>W.2.3</b>	I can use order words to sequence my story.
<b>W.2.3</b>	I can write an ending to my story.
<b>W.2.5</b>	I can recognize that a good piece of writing requires more than one draft.
<b>W.2.5</b>	I can revise my writing with the help of others.
<b>W.2.5</b>	I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc.
<b>W.2.5</b>	I can prepare a new draft with changes that strengthens my writing.
<b>W.2.6</b>	I can identify digital tools that will help me produce and publish my writing.

<b>W.2.6</b>	I can use digital tools to produce and publish my writing.
<b>W.2.6</b>	I can use digital tools to collaborate with others.
<b>W.2.7</b>	I can define research and explain how it is different from other types of writing.
<b>W.2.7</b>	I can research a topic with others.
<b>W.2.7</b>	I can work with others to write about a research topic.
<b>W.2.8</b>	I can answer questions using information recalled or gathered.
<b>SL.2.1</b>	I can identify and follow up on rules for discussion.
<b>SL.2.1</b>	I can make connections between comments of others.
<b>SL.2.2</b>	I can identify information from a text being read aloud.
<b>SL.2.2</b>	I can identify information that is presented in different formats.
<b>SL.2.2</b>	I can describe key ideas or details from a text or presentation.
<b>SL.2.3</b>	I can ask a speaker questions to get more information, to understand a topic better.
<b>SL.2.3</b>	I can answer a speaker's question to give more information to show I understand what was said.
<b>SL.2.4</b>	I can tell a story or share an experience with facts and appropriate details.
<b>SL.2.4</b>	I can tell a story or share an experience using complete sentences and speaking in a clear voice.
<b>SL.2.5</b>	I can read aloud stories or poems and use my voice to make them come to life.
<b>SL.2.5</b>	I can speak clearly and at an understandable pace when creating audio recordings of stories or poems.
<b>SL.2.5</b>	I can add drawings or visual displays to make my ideas, thoughts, and feelings clear.
<b>SL.2.6</b>	I can recognize a complete sentence.
<b>SL.2.6</b>	I can speak using complete sentences.
<b>L.2.1</b>	I can define collective nouns and use them correctly.
<b>L.2.1</b>	I can identify irregular plural nouns and use them correctly.
<b>L.2.1</b>	I can identify reflexive pronouns and use them correctly.
<b>L.2.1</b>	I can identify irregular verbs and use them correctly.
<b>L.2.1</b>	I can identify adjectives and use them correctly.
<b>L.2.1</b>	I can identify and create simple sentences and compound sentences.
<b>L.2.1</b>	I can expand and rearrange simple sentences and compound sentences.
<b>L.2.2</b>	I can use capital letters correctly.
<b>L.2.2</b>	I can use punctuation correctly.
<b>L.2.2</b>	I can use common spelling pattern when writing words.
<b>L.2.3</b>	I can recognize and explain how formal English differs from informal English.
<b>L.2.3</b>	I can use formal and informal English when appropriate.
<b>L.2.4</b>	I can determine the meaning of an unknown word using context clues.
<b>L.2.4</b>	I can determine the meaning of an unknown word by finding the root word.
<b>L.2.4</b>	I can determine the meaning of a compound word by looking at the two words that make it up.
<b>L.2.5</b>	I can make real-life connections to words I hear and read.
<b>L.2.5</b>	I can recognize verbs and adjectives that have similar meanings and choose the one that best fits the action or description.
<b>L.2.6</b>	I can discover new words and phrases through reading, listening, and conversation.
<b>L.2.6</b>	I can use my new words and phrases when speaking and writing.
<b>L.2.6</b>	I can use adjectives and adverbs when speaking and writing.