

Second Grade ICANS

Student's Name: _____

English Language Arts

Foundational Literacy

Reading: Literature	Q1	Q2	Q3	Q4
2.RL.KID.1 I CAN ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
2.RL.KID.2 I CAN recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.				
2.RL.KID.3 I CAN describe how characters in a story respond to major events and challenges.				
2.RL.CS.4 I CAN describe how words and phrases supply meaning in a story, poem, or song.				
2.RL.CS.5 I CAN describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.				
2.RL.CS.6 I CAN determine when characters have different points of view.				
2.RL.IKI.7 I CAN use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.				
2.RL.IKI.8 Not applicable to literature.				
2.RL.IKI.9 I CAN compare and contrast two or more versions of the same story by different authors or different cultures.				
2.RL.RRTC.10 I CAN read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.				
Reading: Informational Text	Q1	Q2	Q3	Q4
2.RI.KID.1 I CAN ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
2.RI.KID.2 I CAN identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.				
2.RI.KID.3 I CAN describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.				
2.RI.CS.4 I CAN determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.				

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Reading: Informational Text <i>continued..</i>	Q1	Q2	Q3	Q4
2.RI.CS.5 I CAN know and use various text features to locate key facts or information in a text efficiently.				
2.RI.CS.6 I CAN identify the main purpose of a text, including what an author wants to answer, explain, or describe.				
2.RI.IKI.7 I CAN identify and explain how illustrations and words contribute to and clarify a text.				
2.RI.IKI.8 I CAN describe how reasons support specific points an author makes in a text.				
2.RI.IKI.9 I CAN compare and contrast the most important points presented by two texts on the same topic.				
2.RI.RRTC.10 I CAN read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.				
Speaking and Listening	Q1	Q2	Q3	Q4
2.SL.CC.1 I CAN participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.				
2.SL.CC.2 I CAN recount or describe key ideas or details from a text read aloud or information presented orally or through other media.				
2.SL.CC.3 I CAN ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.				
2.SL.PKI.4 I CAN tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
2.SL.PKI.5 I CAN add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.				
2.SL.PKI.6 I CAN speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.				

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Writing	Q1	Q2	Q3	Q4
2.W.TTP.1 I CAN write opinion pieces on topics or texts.				
a Introduce topic or text.				
b. State an opinion.				
c. Supply reasons to support the opinion.				
d. Use linking words to connect the reasons to the opinion.				
e. Provide a concluding statement or section.				
2.W.TTP.2 I CAN write informative/explanatory texts.				
a. Introduce a topic.				
b. Use facts and definitions to provide information.				
c. Provide a concluding statement or section.				
2.W.TTP.3 I CAN write narratives of an event or short sequence of events.				
a. Include details to describe actions, thoughts, and feelings.				
b. Use time order words to signal event order.				
c. Provide a sense of closure.				
2.W.PDW.4 I CAN with guidance and support, produce clear and coherent writing—in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)				
2.W.PDW.5 I CAN with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.				
2.W.PDW.6 I CAN with guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.				

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Writing continued...	Q1	Q2	Q3	Q4
2.W.RBPK.7 I CAN participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.				
2.W.RBPK.8 I CAN recall information from experiences or gather information from provided sources to answer a question.				
2.W.RBPK.9 Starts in 3 rd grade.				
2.W.RW.10 I CAN with guidance and support from adults, engage routinely in writing activities to promote writing fluency.				

Comments