

# Second Grade ICANS

Student's Name: \_\_\_\_\_

English Language Arts

Foundational Literacy

<b>Phonics and Word Recognition</b>	Q1	Q2	Q3	Q4
<b>2.FL.PWR.3</b> I CAN know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
<b>2.FL.PWR.3a</b> I CAN distinguish long and short vowels when reading regularly spelled one-syllable words.				
<b>2.FL.PWR.3b</b> I CAN know spelling-sound correspondences for additional common vowel teams.				
<b>2.FL.PWR.3c</b> I CAN decode regularly spelled two-syllable long vowel words.				
<b>2.FL.PWR.3d</b> I CAN decode words with common prefixes and suffixes.				
<b>2.FL.PWR.3e</b> I CAN identify words with inconsistent but common spelling-sound correspondences.				
<b>2.FL.PWR.3f</b> I CAN recognize and read grade-appropriate irregularly spelled words.				
<b>2.FL.PWR.3g</b> I CAN decode grade-level texts with purpose and understanding.				
<b>Word Composition</b>	Q1	Q2	Q3	Q4
<b>2.FL.WC.4</b> CAN know and apply grade-level phonics and word analysis skills when encoding words ; write legibly.				
<b>2.FL.WC.4a</b> I CAN use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.				
<b>2.FL.WC.4b</b> I CAN use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.				
<b>2.FL.WC.4c</b> I CAN spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.				
<b>2.FL.WC.4d</b> I CAN write most common, frequently used words and most irregular words.				

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<b>Word Composition</b> <i>continued..</i>	Q1	Q2	Q3	Q4
<b>2.FL.WC.4e</b> I CAN consult reference materials, including beginning= dictionaries, to check and correct spelling.				
<b>2.FL.WC.4f</b> I CAN print legibly in manuscript; write many upper and= lowercase letters in cursive.				
<b>Fluency</b>	Q1	Q2	Q3	Q4
<b>2.FL.F.5</b> I CAN read with sufficient accuracy and fluency to support= comprehension.				
<b>2.FL.F.5a</b> I CAN read grade-level text with purpose and understanding.				
<b>2.FL.F.5b</b> I CAN read grade-level text orally with accuracy, appropriate rate, and= expression on successive readings.				
<b>2.FL.F.5c</b> I CAN use context to confirm or self-correct word recognition and= understanding of words; reread as necessary.				
<b>Sentence Composition</b>	Q1	Q2	Q3	Q4
<b>2.FL.SC.6</b> I CAN demonstrate command of the conventions of standard= English grammar and usage when speaking and conventions of= standard English grammar and usage, including capitalization and= punctuation, when writing.				
<b>2.FL.SC.6a</b> I CAN use collective nouns.				
<b>2.FL.SC.6b</b> I CAN form and use frequently occurring irregular plural nouns.				
<b>2.FL.SC.6c</b> I CAN use reflexive pronouns such as myself and ourselves.				
<b>2.FL.SC.6d</b> I CAN form and use the past tense of frequently occurring= irregular verbs.				
<b>2.FL.SC.6e</b> I CAN Uue adjectives and adverbs correctly.				
<b>2.FL.SC.6f</b> I CAN produce, expand, and rearrange simple and compound= sentences.				
<b>2.FL.SC.6g</b> I CAN use common coordinating conjunctions.				

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<b>Sentence Composition</b> <i>continued..</i>	Q1	Q2	Q3	Q4
<b>2.FL.SC.6h</b> I CAN capitalize holidays, product names, and geographic names.				
<b>2.FL.SC.6i</b> I CAN use commas in the greeting and closing of a letter.				
<b>2.FL.SC.6j</b> I CAN use an apostrophe to form contractions and frequently occurring possessives.				
<b>2.FL.SC.6k</b> I CAN with prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.				
<b>Vocabulary Acquisition</b>	Q1	Q2	Q3	Q4
<b>2.FL.VA.7a</b> I CAN 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.				
i. I CAN use sentence-level context as a clue to the meaning of a word or phrase.				
ii. I CAN determine the meaning of the new word formed when a known prefix is added to a known word.				
iii. I CAN use a known root word as a clue to the meaning of an unknown word with the same root.				
iv. I CAN use knowledge of the meaning of individual words to predict the meaning of compound words.				
v. I CAN use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.				
<b>2.FL.VA.7b</b> I CAN demonstrate understanding of word relationships and nuances in word meanings.				
i. I CAN identify real-life connections between words and their use.				
ii. I CAN distinguish shades of meaning among closely related words.				
<b>2.FL.VA.7c</b> I CAN use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.				

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<b>Reading: Literature</b>	Q1	Q2	Q3	Q4
<b>2.RL.KID.1</b> I CAN ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
<b>2.RL.KID.2</b> I CAN recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.				
<b>2.RL.KID.3</b> I CAN describe how characters in a story respond to major events and challenges.				
<b>2.RL.CS.4</b> I CAN describe how words and phrases supply meaning in a story, poem, or song.				
<b>2.RL.CS.5</b> I CAN describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.				
<b>2.RL.CS.6</b> I CAN determine when characters have different points of view.				
<b>2.RL.IKI.7</b> I CAN use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.				
<b>2.RL.IKI.8</b> Not applicable to literature.				
<b>2.RL.IKI.9</b> I CAN compare and contrast two or more versions of the same story by different authors or different cultures.				
<b>2.RL.RRTC.10</b> 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.				
<b>Reading: Informational Text</b>	Q1	Q2	Q3	Q4
<b>2.RI.KID.1</b> I CAN ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
<b>2.RI.KID.2</b> I CAN identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.				
<b>2.RI.KID.3</b> I CAN describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.				
<b>2.RI.CS.4</b> 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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<b>Reading: Informational Text</b> <i>continued..</i>	Q1	Q2	Q3	Q4
<b>2.RI.CS.5</b> I CAN know and use various text features to locate key facts or information in a text efficiently.				
<b>2.RI.CS.6</b> I CAN identify the main purpose of a text, including what an author wants to answer, explain, or describe.				
<b>2.RI.IKI.7</b> I CAN identify and explain how illustrations and words contribute to and clarify a text.				
<b>2.RI.IKI.8</b> I CAN describe how reasons support specific points an author makes in a text.				
<b>2.RI.IKI.9</b> I CAN compare and contrast the most important points presented by two texts on the same topic.				
<b>2.RI.RRTC.10</b> 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.				
<b>Speaking and Listening</b>	Q1	Q2	Q3	Q4
<b>2.SL.CC.1</b> I CAN participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.				
<b>2.SL.CC.2</b> I CAN recount or describe key ideas or details from a text read aloud or information presented orally or through other media.				
<b>2.SL.CC.3</b> I CAN ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.				
<b>2.SL.PKI.4</b> I CAN tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
<b>2.SL.PKI.5</b> I CAN add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.				
<b>2.SL.PKI.6</b> I CAN speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.				

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<b>Writing</b>	Q1	Q2	Q3	Q4
<b>2.W.TTP.1 I CAN</b> write opinion pieces on topics or texts.				
<b>a</b> Introduce topic or text.				
<b>b.</b> State an opinion.				
<b>c.</b> Supply reasons to support the opinion.				
<b>d.</b> Use linking words to connect the reasons to the opinion.				
<b>e.</b> Provide a concluding statement or section.				
<b>2.W.TTP.2 I CAN</b> write informative/explanatory texts.				
<b>a.</b> Introduce a topic.				
<b>b.</b> Use facts and definitions to provide information.				
<b>c.</b> Provide a concluding statement or section.				
<b>2.W.TTP.3 I CAN</b> write narratives of an event or short sequence of events.				
<b>a.</b> Include details to describe actions, thoughts, and feelings.				
<b>b.</b> Use time order words to signal event order.				
<b>c.</b> Provide a sense of closure.				
<b>2.W.PDW.4 I CAN</b> 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.)				
<b>2.W.PDW.5 I CAN</b> 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.				
<b>2.W.PDW.6 I CAN</b> 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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<b>Writing</b> continued...	Q1	Q2	Q3	Q4
<b>2.W.RBPK.7</b> 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.				
<b>2.W.RBPK.8</b> I CAN recall information from experiences or gather information from provided sources to answer a question.				
<b>2.W.RBPK.9</b> Starts in 3 <sup>rd</sup> grade.				
<b>2.W.RW.10</b> I CAN with guidance and support from adults, engage routinely in writing activities to promote writing fluency.				

## Comments