



## Grade 2 English Language Arts Checklist

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### [Related Schoolwide Learner Outcomes](#)

#### **I Can Use Foundational Reading Skills**

Students should master the [second set of 100 sight words](#) by the end of Grade 2.

- ☐ RF.2.3: I can show what I have learned about letters and sounds by figuring out words.
- ☐ RF.2.3.A: I can read long and short vowels correctly in words.
- ☐ RF.2.3.B: I can spell and read vowel teams.
- ☐ RF.2.3.C: I can read longer words with long vowel sounds.
- ☐ RF.2.3.D: I can read words with prefixes and suffixes.
- ☐ RF.2.3.E: I can find words that don't follow normal spelling rules, but are common.
- ☐ RF.2.3.F: I can read second-grade words that aren't spelled the way they sound.
- ☐ RF.2.4: I can read and understand books at my level well.
- ☐ RF.2.4.A: I can read and understand second-grade books.
- ☐ RF.2.4.B: I can read second-grade books aloud like a teacher would read them.
- ☐ RF.2.4.C: I can stop when I am reading and fix words that I mess up or don't sound right.

#### **I Can Read Literature**

The [Sora Digital Library](#) is available to all MVA students. Sora contains digital versions of print and audiobooks (literature and informational texts).

- ☐ RL.2.1: I can ask and answer who, what, where, when, why, and how questions to show that I understand stories.
- ☐ RL.2.2: I can remember and tell different kinds of stories and share what the author is trying to teach.
- ☐ RL.2.3: I can describe how characters in a story react to important events in the story.
- ☐ RL.2.4: I can tell how words in stories, poems or songs can give them rhythm and help people understand them better.
- ☐ RL.2.5: I can describe how a story is written including the important parts of a beginning and an ending.
- ☐ RL.2.6: I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.
- ☐ RL.2.7: I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story.
- ☐ RL.2.9: I can tell how two or more tellings of a story can be the same and different.
- ☐ RL.2.10: I can read and understand second-grade stories and poems by myself.

## **I Can Read Informational Text**

- ☐ RI.2.1: I can ask and answer who, what, where, when, why, and how questions to show that I understand nonfiction.
- ☐ RI.2.2: I can tell the main idea of a piece of nonfiction, including the focus of important paragraphs.
- ☐ RI.2.3: I can make connections between different events in history.
- ☐ RI.2.3: I can make connections between different science ideas.
- ☐ RI.2.3: I can make connections between the different steps in a set of directions.
- ☐ RI.2.4: I can figure out the meanings of words when I am studying a second-grade topic.
- ☐ RI.2.5: I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.
- ☐ RI.2.6: I can tell the author's main purpose in nonfiction writing.
- ☐ RI.2.7: I can use diagrams and pictures to help me understand nonfiction.
- ☐ RI.2.8: I can describe how reasons support the points that an author is trying to make.
- ☐ RI.2.9: I can tell how the important points in two pieces of nonfiction about the same topic are the same and different.
- ☐ RI.2.10: I can read and understand second-grade nonfiction by myself.

## **I Can Write**

### [2nd-Grade Writing Prompts](#)

- ☐ W.2.1: I can write my opinion about a topic and give reasons for my thinking.
- ☐ W.2.2: I can write to teach about a topic by giving facts and definitions about the topic.
- ☐ W.2.3: I can write to tell an organized story with details about events, thoughts, and feelings.
- ☐ W.2.4: I can produce organized writing with guidance and support from adults.
- ☐ W.2.5: I can listen to others' ideas to revise and edit my writing and make it better.
- ☐ W.2.6: I can use a computer or tablet to publish my writing.
- ☐ W.2.7: I can help my class explore books and write about what we learn.
- ☐ W.2.7: I can work with friends to make and record notes about science experiments.
- ☐ W.2.8: I can use what I have learned to answer questions or I can find out the answers somewhere else.
- ☐ W.2.10: I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **I Can Share and Listen**

- ☐ SL.2.1: I can show that I know how to have good conversations with my friends and teachers.
- ☐ SL.2.1.A: I can listen, wait to take my turn, and be respectful when I am having conversations.
- ☐ SL.2.1.B: I can make conversations better by making connections between others' comments.
- ☐ SL.2.1.C: I can ask questions during conversations to help me understand what is being shared.
- ☐ SL.2.2: I can talk about the important ideas and details after I listen to someone read or speak.
- ☐ SL.2.2.A: I can give and follow three-and four-step oral directions.
- ☐ SL.2.3: I can ask and answer questions about what a speaker says to help me understand the information better.
- ☐ SL.2.4: I can tell or share a story with important details to help others understand.
- ☐ SL.2.4: I can speak loudly, clearly, and in complete sentences when I tell or share a story.
- ☐ SL.2.4.A: I can plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.
- ☐ SL.2.5: I can make a recording of a story or poem.
- ☐ SL.2.5: I can use drawings or other things like that to help people understand me better.
- ☐ SL.2.6: I can speak and share my ideas in complete sentences when someone asks me a question.

## **I Can Use Standard English When I Speak and Write**

- ☐ L.2.1: I can show that I know how to use words correctly when I write and speak.
- ☐ L.2.1.A: I can use collective nouns (a group of people, a pride of lions).
- ☐ L.2.1.B: I can make and use irregular plural nouns correctly (feet, children, teeth, mice, fish).
- ☐ L.2.1.C: I can use reflexive pronouns (himself, myself, ourselves).
- ☐ L.2.1.D: I can make and use common regular verbs (sat, hid, told).
- ☐ L.2.1.E: I can use adjectives and adverbs correctly.
- ☐ L.2.1.F: I can make and use complete simple and compound sentences.
- ☐ L.2.1.G: I can create readable documents with legible print.
- ☐ L.2.2: I can show that I know how to write sentences correctly.
- ☐ L.2.2.A: I can use capital letters at the beginning of holidays, product names, and places on a map.
- ☐ L.2.2.B: I can use commas in greetings and closings of letters.
- ☐ L.2.2.C: I can use apostrophes to make contractions.

- ☐ L.2.2.C: I can use apostrophes to show possession.
- ☐ L.2.2.D: I can use spelling patterns I have learned to write words.
- ☐ L.2.2.E: I can use tools like a dictionary to check and correct my spelling.
- ☐ L.2.3: I can write, speak, read, and listen by using what I know about the English language.
- ☐ L.2.3.A: I can compare formal and informal ways that people speak English.
- ☐ L.2.4: I can figure out what words mean by using the strategies I know and by thinking about what I have read.
- ☐ L.2.4.A: I can use context clues to help me understand new words.
- ☐ L.2.4.B: I can use prefixes that I know to help me understand new words.
- ☐ L.2.4.C: I can use root words to help me understand new words.
- ☐ L.2.4.D: I can use the meanings of the two smaller words in a compound word to make a prediction about what it means.
- ☐ L.2.4.E: I can use glossaries, dictionaries, or the internet to help me find the meanings of new words.
- ☐ L.2.5: I can figure out how words are related and how their meanings might be alike.
- ☐ L.2.5.A: I can find real-life connections between words and the way they are used (foods that are spicy or juicy).
- ☐ L.2.5.B: I can tell the difference between similar verbs (toss, throw, hurl).
- ☐ L.2.5.B: I can tell the difference between similar adjectives (thin, slender, skinny, scrawny).
- ☐ L.2.6: I can use the new words I learn in different ways to show that I know what they mean.