

The Complete Common Core State Standards Kit



ts
divider cards with
Language Arts anchor
standards and Math
claims
grade-specific
standards cards
coordinating
"I Can" statements



Use with the Daily Standards
Pocket Chart



To print your own cards, visit activities.carsondellosa.com

2.RL.1

I can ask and answer questions about a text.

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2.RL.2

I can retell stories with understanding.

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2.RL.3

I can describe how characters behave and think in a story.

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2.RL.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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2.RL.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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2.RL.3

Describe how characters in a story respond to major events and challenges.

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2.RI.1

I can ask and answer questions about the text to show my understanding.

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2.RI.2

I can tell the topic of a group of paragraphs.
I can tell the focus of a paragraph.

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2.RI.3

I can describe how details in the text are connected.

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2.RI.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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2.RI.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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2.RI.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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2.RF.3

I can use word study and phonics skills to read words.

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2.RF.3a

I can tell the difference between long and short vowels.

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2.RF.3b

I know the spellings and sounds of common vowel pairs.

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2.RF.3

Know and apply grade-level phonics and word analysis skills in decoding words.

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2.RF.3a

Distinguish long and short vowels when reading regularly spelled one-syllable words.

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2.RF.3b

Know spelling-sound correspondences for additional common vowel teams.

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2.W.1

I can write about a topic or a book and tell how I feel about it.

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2.W.2

I can write to inform about a topic with facts and other details.

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2.W.3

I can write a detailed story that has a clear sequence of events.

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2.W.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

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2.W.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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2.W.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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2.SL.1

I can take part in group discussions.

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2.SL.1a

I can follow the rules for a discussion.

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2.SL.1b

I can talk with others and add to what they say.

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2.SL.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

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2.SL.1a

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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2.SL.1b

Build on others' talk in conversations by linking their comments to the remarks of others.

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2.L.1

I can make good word choices when writing or speaking.

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2.L.1a

I can use collective nouns.

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2.L.1b

I can form and use most irregular plural nouns.

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2.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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2.L.1a

Use collective nouns (e.g., *group*).

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2.L.1b

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

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