

	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	1. (A) Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (B) Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.	-Show an understanding of key details by asking questions using the 5 w’s. -Show an understanding of key details by answering questions using the 5 w’s.	<ul style="list-style-type: none"> • 5 w’s
	2. (A) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (B) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	-Retell stories. -Define central message/moral. -Point out the main topic of a multi-paragraph text.	<ul style="list-style-type: none"> • Fables • Folktales • Diverse cultures • Central message • Moral • Multi-paragraph • Focus
	3. (A) Describe how characters in a story respond to major events and challenges. (B) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	-Describe characters in a story. -Describe characters reaction in a story. -Identify historical events. -Identify scientific ideas/concepts. -Identify steps in a process. -Show how historical events link. -Show how scientific ideas link. -Show how the steps in a process link.	<ul style="list-style-type: none"> • Characters • Challenges • Historical events • Scientific ideas • Technical procedures

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Reading: Literature (A)/Informational Text (B)	<p>4. (A) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>(B) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>-Say words and phrases that create a beat.</p> <p>-Say words and phrases that create alliteration.</p> <p>-Say words and phrases that create rhymes.</p> <p>-Say words and phrases that are repeated.</p> <p>-Use information in text to determine the meaning of words or phrases.</p>	<ul style="list-style-type: none"> • Rhythm • Alliteration • Rhyme
	<p>5. (A) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>(B) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>-Know that a story has a beginning and end.</p> <p>-Name and explain text features.</p> <p>-Locate key facts/information in a text.</p>	<ul style="list-style-type: none"> • Structure • Captions • Bold print • Subheadings • Glossaries • Indexes • Electronic menus • Icons • Key facts
	<p>6. (A) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>(B) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>-Define point of view.</p> <p>-Show different points of view by changing my voice in a story.</p> <p>-Identify the author’s main purpose of a text.</p>	<ul style="list-style-type: none"> • Points of view • Author’s purpose

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Reading: Literature (A)/Informational Text (B)	7. (A) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (B) Explain how specific images (e.g., diagram showing how a machine works) contributes to and clarify a text.	-Use information from illustrations and words to help me describe a story. -Explain how images add meaning to a text.	<ul style="list-style-type: none"> • Illustrations • Images
	8. (A) (Not applicable to literature) (B) Describe how reasons support specific points the author makes in a text.	-Name specific points in a text. -Describe reasons the author uses.	
	9. (A) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (B) Compare and contrast the most important points presented by two texts on the same topic.	-Compare two or more versions of the same story/texts. -Contrast two or more versions of the same story/texts. -Compare the most important points in two texts on the same topic. -Contrast the most important points in two texts on the same topic.	<ul style="list-style-type: none"> • Compare • Contrast • Versions • Cultures
	10. (A)(B) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-Read and comprehend stories in the grade 2-3 level.	<ul style="list-style-type: none"> • Proficient • Scaffolding

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	Cluster	I Can...	Key Vocabulary
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading: Foundational Skills</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>-Know the long and short vowel sounds.</p> <p>-Know common vowel teams.</p> <p>-Decode common two syllable words with long vowels.</p> <p>-Decode words with common prefixes and suffixes.</p> <p>-Identify words that have the same ending pattern but are pronounced differently.</p> <p>-Recognize grade appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Vowel teams • Decode • Irregularly spelled words • Prefix • Suffix
	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition.</p>	<p>-Read grade level text with understanding.</p> <p>-Read aloud with accuracy, timing and expression.</p> <p>-Use context to self-correct.</p>	<ul style="list-style-type: none"> • Fluency • Appropriate rate • Context • Self-correct
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>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.</p>	<p>-Write an opinion that includes a beginning about the topic, an opinion with reasons and an ending.</p>	<ul style="list-style-type: none"> • Opinion • Reasons • Linking words • Concluding statement

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Writing	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.	-Write an informative text about a topic using facts/definitions to develop points and an ending.	<ul style="list-style-type: none"> • Informative text • Explanatory text
	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	-Write a narrative by retelling an event or sequence of events in correct order using details that show action, thoughts and feelings and closure.	<ul style="list-style-type: none"> • Narrative • Events • Sequence of events • Temporal word
	4. (Begins in grade 3)		
	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	-Choose a topic and rewrite as needed.	<ul style="list-style-type: none"> • Revising • Editing • Topic
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> -Identify digital tools. -Use digital tools to write and publish. -Work with peers to write, edit and publish a writing. 	<ul style="list-style-type: none"> • Digital tools • Publish • Edit
	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> -Research topics with others. -Participate in writing a report with others. 	<ul style="list-style-type: none"> • Shared research

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Writing	8. Recall information from experiences or gather information from provided sources to answer a question.	-Answer questions using recalled information and/or experience.	<ul style="list-style-type: none"> Recall
	9. (Begins in grade 4)		
Speaking & Listening	1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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). Build on others’ talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	-Follow rules for discussions. -Join in the discussion by building on others comments. -Ask questions for better understanding.	<ul style="list-style-type: none"> Collaborative conversations Diverse partners
	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	-Show an understanding of read aloud information. -Show an understanding of information from media.	<ul style="list-style-type: none"> Media Key details Recount
ng & Listen	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	-Ask questions to better understand. -Answer questions to better understand.	<ul style="list-style-type: none"> Comprehension

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4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	-Tell a story with appropriate facts. -Tell a story using complete sentence.	<ul style="list-style-type: none"> • Recount
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	-Record a story. -Add drawing to stories that help with ideas, thoughts and/or feelings.	<ul style="list-style-type: none"> • Visual displays • Audio recordings
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	-Write complete sentences for better detail. -Speak using complete sentences for better detail.	<ul style="list-style-type: none"> • Complete sentences
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>-Name collective nouns.</p> <p>-Use collective nouns.</p> <p>-Name irregular plural nouns.</p> <p>-Use irregular nouns correctly.</p> <p>-Name reflexive pronouns.</p> <p>-Use reflexive pronouns correctly.</p> <p>-Know the difference between adjective and adverbs.</p> <p>-Write simple sentences.</p> <p>-Write compound sentences.</p>	<ul style="list-style-type: none"> • Collective nouns • Irregular plural nouns • Reflexive pronouns • Past tense irregular verbs • Simple sentence • Compound sentences • Adjectives • Adverbs

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Language	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> -Capitalize holidays. -Capitalize product names. -Capitalize geographic names. -Use commas in greetings. -Use commas in closings. -Use apostrophes to make contractions. -Use apostrophes to make possessives. -Use dictionaries. 	<ul style="list-style-type: none"> • Capitalize • Commas • Apostrophe • Contractions • Possessives • Reference materials • Dictionaries
	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<ul style="list-style-type: none"> -Know the difference between formal and informal English. 	<ul style="list-style-type: none"> • Formal English • Informal English
	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> -Tell the meaning of a new word formed when a prefix is added to a known word. -Use root words to help me determine the meaning of an unknown word. -Break apart a compound word and predict the meaning. -Use glossaries to learn the meaning of words or phrases. 	<ul style="list-style-type: none"> • Root word • Compound word • Glossaries

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Language	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	-Identify real-life connections between words and their uses. -Identify verbs and adjectives that have similar meanings.	<ul style="list-style-type: none"> • Figurative language • Shades of meanings • Real-life connections
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	-Use adjectives in responding to texts. -Use adverbs in responding to texts.	<ul style="list-style-type: none"> • Adjectives • Adverbs

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