

English/Language Arts Competencies-Grade 2		
Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
<b>Foundational Reading Skills</b> Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.	<ol style="list-style-type: none"> <li>1. I can apply concepts of print when reading print and non-print texts.</li> <li>2. I can use grade-appropriate word analysis skills, including phonological skills*, (understanding spoken words, syllables, and sounds/ phonemes) to figure out how to pronounce unfamiliar words.</li> <li>3. I can use syntax, parts of speech, and context cues to determine intended word meaning, including when more than one meaning is possible.</li> <li>4. I can read with purpose, recognize when something does not make sense, and apply strategies to self correct.</li> <li>5. I can read and comprehend a variety of texts with increasing automaticity* and fluency (i.e. fluency increases with successive readings).</li> </ol>	RF.2.3, 2.4 <a href="http://www.corestandards.org/ELA-Literacy/RF/2/">http://www.corestandards.org/ELA-Literacy/RF/2/</a>
<b>Reading Literature</b> Students will make meaning of increasingly complex literary print and non-print* texts, and provide text details to explain interpretations and thinking.	<ol style="list-style-type: none"> <li>1. I can actively engage with text by retelling a story, using key details to answer explicit questions (characters, actions, sequence of events, problem, solution) and react to the text as a whole (e.g., share thinking about author word choice, and my response).</li> <li>2. I can use context cues to determine intended word meaning, including when more than one meaning is possible.</li> <li>3. I can locate and explain examples that distinguish among unique characteristics of literary texts types (plays, stories, poems/rhymes, songs). • I can compare how different texts present literary elements (such as characters, setting, and story lines in fairy tales).</li> <li>4. I can explain what I think the author's purpose for writing a text might be (e.g., describing a lesson learned by a character) and support my thinking.</li> </ol>	RL.2.1 - 2.7, RL.2.9 - RL.2.10 <a href="http://www.corestandards.org/ELA-Literacy/RL/2/">http://www.corestandards.org/ELA-Literacy/RL/2/</a>
<b>Reading Informational Texts</b> Students will make meaning of	<ol style="list-style-type: none"> <li>1. I can actively engage with text by identifying the main topic, using key details to answer questions and react to the text</li> </ol>	RI.2.1-2.10 <a href="http://www.corestandards.org/ELA-Literacy/RI/2/">http://www.corestandards.org/ELA-Literacy/RI/2/</a>

<p>increasingly complex informational print and non-print texts, and provide text details to explain interpretations and thinking</p>	<p>as a whole (e.g., share thinking; connect to prior knowledge).</p> <ol style="list-style-type: none"> <li>I can use context cues to determine intended word meaning, including when more than one meaning is possible.</li> <li>I can locate and explain examples that distinguish among unique features of informational texts (headings, captions, diagrams, glossary, photos, etc.) and explain how they help me understand the text.</li> <li>I can compare how different texts present topics or ideas (e.g., comparing words, visuals). • I can explain what I think the author's purpose for writing this text or use of specific features might be (e.g., what does this text teach me?).</li> <li>I can explain how information in the text is connected (e.g., words-visuals, sequence "how-to" steps or events, connect cause-effect, compare-contrast facts).</li> </ol>	<p><a href="http://www.corestandards.org/ELA-Literacy/RI/2/">s.org/ELA-Literacy/RI/2/</a></p>
<p><b>Narrative Writing</b> Students will draw/ dictate/ write to compose narrative texts, describing real or imaginary events or experiences.</p>	<ol style="list-style-type: none"> <li>I can compose a beginning that tells who is in the story and what is happening.</li> <li>I can connect the beginning to the ending by adding details to describe events/actions, words, thoughts, and feelings of characters.</li> <li>I can compose an ending that tells how the problem was solved or how things worked out.</li> <li>I can use illustrations that add interesting details and elaboration.</li> <li>With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, simple sentences, descriptive words/vocabulary, and visuals).</li> </ol>	<p>W.2.3, W.2.5, W.2.8 <a href="http://www.corestandards.org/ELA-Literacy/W/2/">http://www.corestandards.org/ELA-Literacy/W/2/</a></p>
<p><b>Informational Writing</b> Students will draw/dictate/write to compose informative texts that convey information on specific topics.</p>	<ol style="list-style-type: none"> <li>I can state a topic at the beginning and a conclusion at the end.</li> <li>I can use sources (books, pictures, discussions) to find facts and details that support and add interest to my focus.</li> <li>I can group my ideas and details together to show how</li> </ol>	<p>W.2.2, W.2.5 - W.2.8 <a href="http://www.corestandards.org/ELA-Literacy/W/2/">http://www.corestandards.org/ELA-Literacy/W/2/</a></p>

	<p>some facts are connected.</p> <ol style="list-style-type: none"> <li>I can use sources to find and add features such as labeled pictures or diagrams to help explain details and add information.</li> <li>With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, labels, simple sentences/fact statements, descriptive words/vocabulary, and visuals).</li> <li></li> </ol>	
<p><b>Opinion/Argument Writing</b> Students will examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/ dictating/ writing.</p>	<ol style="list-style-type: none"> <li>I can state an opinion that answers a question about a topic or text (e.g., what was your favorite part?).</li> <li>I can state reasons to support my opinion and then use facts and details to say more about each reason.</li> <li>I can use sources (texts, pictures, discussion) to find and add labeled pictures or diagrams to help explain my reasons.</li> <li>I have a beginning that states my opinion, a middle that supports my opinion with reasons and facts, and an ending.</li> <li>With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, labels, simple sentences/fact statements, vocabulary, and visuals).</li> </ol>	<p>W.2.1, W.2.5, W.2.8  <a href="http://www.corestandards.org/ELA-Literacy/W/2/">http://www.corestandards.org/ELA-Literacy/W/2/</a></p>
<p><b>Speaking, Listening, and Language</b> Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information from a variety of sources, in order to make meaning and respond</p>	<ol style="list-style-type: none"> <li>I can participate in a focused discussion.</li> <li>I can use grade-appropriate grammar and vocabulary to clarify a message when speaking.</li> <li>I can work with others to clearly present ideas visually and orally.</li> <li>I can actively listen to information delivered orally or visually and respond by asking related questions, restating key points, or adding ideas</li> </ol>	<p>SL.2.1 - SL.2.6  <a href="http://www.corestandards.org/ELA-Literacy/SL/2/">http://www.corestandards.org/ELA-Literacy/SL/2/</a>  L.2.1 - L.1.6  <a href="http://www.corestandards.org/ELA-Literacy/L/2/">http://www.corestandards.org/ELA-Literacy/L/2/</a></p>

effectively.		
<b>Inquiry, Investigation, &amp; Research</b> Students will engage in large and small group research/ inquiry to investigate topics of shared interest and to interpret, integrate, and present information.	<ol style="list-style-type: none"> <li>1. I can work with others to gather and organize information while investigating a topic or question of interest.</li> <li>2. I can locate information from print and non-print sources to develop and support my ideas.</li> <li>3. I can work with others to integrate information (visually, orally, in writing) and communicate what was learned.</li> <li>4. I can use descriptive and domain specific vocabulary to communicate my message.</li> </ol>	W.2.5 - W.2.8 <a href="http://www.corestandards.org/ELA-Literacy/W/2/">http://www.corestandards.org/ELA-Literacy/W/2/</a> SL.2.1 - SL.2.6 <a href="http://www.corestandards.org/ELA-Literacy/SL/2/">http://www.corestandards.org/ELA-Literacy/SL/2/</a>