

2nd Grade Learner Expectations for the 1st Trimester



As a result of their schooling,
students will be able to:

Reading, Writing, and Communicating

- **Expands on ideas in discussion**
 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
 - Contribute knowledge to a small group or class discussion to develop a topic.
 - Maintain focus on the topic.
- **Learns by listening and talking with others**
 - 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).
 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **Reads and understands grade level literature**
 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **Reads and understands grade level informational texts**
 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **Uses strategies to read words and find their meaning**
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use words and phrases acquired through conversations acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

- **Uses the writing process to create stories and opinion pieces**
 - 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.
 - Organize ideas using pictures, graphic organizers, or story maps.
- **Uses the writing process to create informational texts**
 - Write letters and “how-to’s” (procedures, directions, recipes) that follow a logical order and appropriate format.
- **Uses correct grade level grammar, punctuation, and spelling**
 - Uses commas in greetings and closings of letters.
- **Uses resources to find information and answer questions**
 - No evidence outcome for this indicator.
- **Ask questions to clarify thinking**
 - No evidence outcome for this indicator.

Math

Note: If a Unit Plan spans across two trimesters, all evidence outcomes are listed under the latter trimester.

- **Add and subtract within 20**
 - Fluently add and subtract within 20 using mental strategies.
 - Know from memory all sums of two one-digit numbers.
- **Gain foundations for multiplication and fractions**
 - Determine whether a group of objects (up to 20) has an odd or even number of members.
 - Write an equation to express an even number as a sum of two equal addends.
 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to express the total as a sum of equal addends.
- **Understand place value**
 - No evidence outcomes mastered during trimester for this indicator.
- **Use place value and properties of operations to add**
 - No evidence outcomes mastered during trimester for this indicator.
- **Use place value and properties of operations to subtract**
 - No evidence outcomes mastered during trimester for this indicator.
- **Measure and estimate lengths in standard units**
 - No evidence outcomes mastered during trimester for this indicator.
- **Work with time and money**
 - No evidence outcomes mastered during trimester for this indicator.
- **Represent and interpret data**
 - No evidence outcomes mastered during trimester for this indicator.
- **Reason with shapes and their attributes**
 - No evidence outcomes mastered during trimester for this indicator.

Science

Physical Science

Balance and Motion

- **Understands forces change speed or direction of motion**
 - Identify and predict how the direction or speed of an object may change due to an outside force.
 - Analyze and interpret observable data about the impact of forces on the motion of objects.

Life Science

Plants and Animals

- **Explains how organisms depend on their habitat’s nonliving parts**
 - Use evidence to develop a scientific explanation about how organisms depend on their habitat.
 - Analyze and interpret data about nonliving components of a habitat.
 - Assess and provide feedback on other scientific explanations regarding why an organism can survive in its habitat.
 - Use instruments to make observations about habitat components – for example, data can be collected from a fish tank to assess the environmental health (dissolved oxygen, pH, Nitrogen content).
- **Describes how organisms’ structures/behaviors serve different functions**
 - Use evidence to develop an explanation as to why a habitat is or is not suitable for a specific organism.
 - Analyze and interpret data about structures or behaviors of a population that help that population survive.

Earth Science

Air and Weather

- **Analyzes the impact of weather on Earth’s environment and organisms**
 - Use evidence to develop a scientific explanation for how the weather and changing seasons impacts the organisms such as humans, plants, and other animals – and the environment.
 - Analyze and interpret data such as temperatures in different locations (Sun or shade) at different times and seasons as evidence of how organisms and the environment are influenced by the weather and changing seasons.
 - Analyze ways in which severe weather contributes to catastrophic events such as floods and forest fires.

Social Studies

History

- **Identifies historical sources and utilizes the tools of a historian**
 - Identify community and regional history artifacts and generate questions about their function and significance.
 - Explain the past through oral or written firsthand accounts of history.
 - Identify history as the story of the past preserved in various sources.
 - Explain the information conveyed by historical timelines.

- Create timelines to understand the development of important community traditions and events.

- **Understands how people have influenced the history of communities**
 - Organize the historical events of neighborhoods and communities chronologically.
 - Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation.
 - Give examples of people and events, and developments that brought important changes to the community.
 - Compare how communities and neighborhoods are alike and different.
 - Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities.

Geography

- **Uses geographic terms and tools to describe space and place**
 - Use map keys, legends, symbols, intermediate directions, and compass rose to derive information from various maps.
 - Identify and locate various physical features on a map.
 - Identify the hemispheres, equator, and poles on a globe.
 - Identify and locate cultural, human, political, and natural features using map keys and legends.
- **Describes how people in communities depend on their environment**
 - Identify how communities manage and use nonrenewable and renewable resources.
 - Identify local boundaries in the community.
 - Explain why people settle in certain areas.
 - Identify examples of physical features that affect human activity.
 - Describe how the size and the character of a community changes over time for geographic reasons.

Economics

- **Understands how the scarcity of resources affect our choices**
 - Explain scarcity.
 - Identify goods and services and recognize examples of each.
 - Give examples of choices people make when resources are scarce.
 - Identify possible solutions when there are limited resources and unlimited demands.
- **Applies decision making processes to financial decision making**
 - Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision.
 - Differentiate between a long-term and a short-term goal.

Civics

- **Describes how responsible community members advocate for their ideas**
 - Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice and responsibility.
 - Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority.
 - Identify and give examples of appropriate and inappropriate uses of power and the consequences.
 - Describe important characteristics of a responsible community member.
- **Describes how people uses multiple ways to resolve conflicts and differences**
 - Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice and responsibility.
 - Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority.
 - Identify and give examples of appropriate and inappropriate uses of power and the consequences.
 - Demonstrate skills to resolve conflicts or differences.

Reviewing the New Language

Learner Expectations:

The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. What do students need to know from preschool through eighth grade? These are the statements contained in the report card.

Evidence Outcomes:

The indication that a student is meeting an expectation at the mastery level. How do we know that a student can do it?

Example:

Learner Expectation:

Add and subtract within 20

Evidence Outcome(s):

-Fluently add and subtract within 20 using mental strategies.
-Know from memory all sums of two one-digit numbers.



Report Card Indicators 2019-2020

1st Trimester

This school year Colorado has new academic standards for students. Colorado state academic standards are the expectations of what students need to know and be able to do. They also express what Colorado sees as the future skills and essential knowledge for our next generation to be successful.

Academic standards are important because they help ensure that all students are prepared for success in college and the workforce. They provide a framework of clear and consistent expectations for students, parents, and teachers; assist in building your child's knowledge and skills; and set high goals for all students.