

2nd Grade Learner Expectations for the 2nd Trimester



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

Reading, Writing, and Communicating

- **Expands on ideas in discussion**
 - 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.
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **Learns by listening and talking with others**
 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 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.
- **Reads and understands grade level literature**
 - Describe how characters in a story respond to major events and challenges.
 - Read high-frequency words with accuracy and speed.
 - Identify how word choice (sensory details, figurative language) enhances meaning in poetry.
 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
 - Compare formal and informal uses of English.
- **Reads and understands grade level informational texts**
 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 - 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.
 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
 - Read text to perform a specific task (such as follow a recipe, play a game).
 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- **Uses strategies to read words and find their meaning**
 - Know spelling-sound correspondences for additional common vowel teams.
 - Read multisyllabic words accurately and fluently.
 - Decode regularly spelled two-syllable words with long vowels.

- Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- **Uses the writing process to create stories and opinion pieces**
 - Write with precise nouns, active verbs, and descriptive adjectives.
 - Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts.
 - Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).
- **Uses the writing process to create informational texts**
 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
 - Organize informational texts using main ideas and specific supporting details.
 - Organize ideas using a variety of pictures, graphic organizers or bulleted lists.
 - Use relevant details when responding in writing to questions about texts.
 - State a focus when responding to a given question, and use details from text to support a given focus.
- **Uses correct grade level grammar, punctuation, and spelling**
 - Use collective nouns (e.g., group).
 - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - Use reflexive pronouns (e.g., myself, ourselves).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Capitalize holidays, product names, and geographic names.
 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **Uses resources to find information and answer questions**
 - Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page).
 - Identify a specific question and gather information for purposeful investigation and inquiry.
 - Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type).
 - Use a variety of multimedia sources to answer questions of interest.
- **Ask questions to clarify thinking**
 - 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).

Math

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

- **Add and subtract within 20**
 - No evidence outcomes mastered during trimester for this indicator.
- **Gain foundations for multiplication and fractions**
 - No evidence outcomes mastered during trimester for this indicator.
- **Understand place value**
 - Represent the digits of a three-digit number as hundreds, tens, and ones.
 - Count within 1000.

- Skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$, symbols to record the results of comparisons.
- **Use place value and properties of operations to add**
 - Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.
 - Add up to four two-digit numbers using strategies based on place value and properties of operations.
 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.
 - Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
 - Explain why addition and subtraction strategies work, using place value and the properties of operations.
- **Use place value and properties of operations to subtract**
 - Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.
 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.
 - Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
 - Explain why addition and subtraction strategies work, using place value and the properties of operations.
- **Measure and estimate lengths in standard units**
 - No evidence outcomes mastered during trimester for this indicator.
- **Work with time and money**
 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
- **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

2nd 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.