

# 2nd Grade Learner Expectations for the 3rd Trimester



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

## Reading, Writing, and Communicating

- **Expands on ideas in discussion**
  - Use content-specific vocabulary to ask questions and provide information.
- **Learns by listening and talking with others**
  - 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.
- **Reads and understands grade level literature**
  - Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating.
  - 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.
- **Reads and understands grade level informational texts**
  - Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud.
  - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
  - Describe how reasons support specific points the author makes in a text.
  - Compare and contrast the most important points presented by two texts on the same topic.
  - Adjust reading rate according to type of text and purpose for reading.
  - By end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **Uses strategies to read words and find their meaning**
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
    - Determine the meaning of the new word formed when a known prefix is added to a known word. (e.g., happy/unhappy, tell/retell).
    - Use a known root word as a clue to the meaning of an unknown word with the same root. (e.g., addition, additional).
    - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurt) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **Uses the writing process to create stories and opinion pieces**
  - 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.
  - Write simple, descriptive poems.
- **Uses the writing process to create informational texts**
  - Apply appropriate transition words to writing.
- **Uses correct grade level grammar, punctuation, and spelling**
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Apply accurate subject-verb agreement while writing.
  - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
  - Vary sentence beginning.
  - Spell high-frequency words correctly.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use an apostrophe to form contractions and frequently occurring possessives.
  - Generalize learning spelling patterns when writing words (e.g., cage – badge; boy – boil).
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
  - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **Uses resources to find information and answer questions**
  - Recall information from experiences or gather information from provided sources to answer a question.
- **Ask questions to clarify thinking**
  - Ask primary questions of depth and breadth.
  - Acknowledge the need to treat all viewpoints fair-mindedly.

## 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**
  - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.
  - Recognize that equal shares of identical wholes need not have the same shape.
- **Understand place value**
  - No evidence outcomes mastered during trimester for this indicator.
- **Use place value and properties of operations to add**
  - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem.
  - Represent whole numbers as lengths from 0 on a number line diagram and represent whole-number sums and differences within 100 on a number line diagram.
- **Use place value and properties of operations to subtract**

- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem.
- Represent whole numbers as lengths from 0 on a number line diagram and represent whole-number sums and differences within 100 on a number line diagram.
- **Measure and estimate lengths in standard units**
  - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measure tapes.
  - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
  - Estimate lengths using units of inches, feet, centimeters, and meters.
  - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- **Work with time and money**
  - Apply subtraction concepts to financial decision-making (with pennies, nickels, and dimes up to \$2.00). (PFL)
- **Represent and interpret data**
  - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
  - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.
  - Solve simple put together, take-apart, and compare problems using information presented in picture and bar graphs.
- **Reason with shapes and their attributes**
  - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
  - Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
  - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

## 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 2018-2019

## 3rd 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.