Reading, Writing, and Communicating

- Effectively communicates ideas
  - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
  - Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.
  - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Cooperates and participates in group discussions
  - Use different types of complete sentences to share information, give directions, or request information.
  - Determine the main ideas and supporting details of a text read aloud or in print; determine the central message or theme; support an opinion with reasons and details.
- Reads and understands grade level literature
  - Distinguish their own point of view from that of the narrator or those of the characters.
  - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books from a series).
  - Use Range of Reading and Comprehension of Texts to, by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
  - Read grade-level-prose and poetry orally with accuracy, appropriate rate, and expression.
- Reads and understands grade level informational texts
  - Distinguish their own point of view from that of the author of a text.
  - Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships.
  - Use range of complexity of text to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- Uses multiple strategies to read words and find their meanings
  - Identify and know the meaning of the most common prefixes and derivational suffixes.
  - Decode words with common Latin suffixes.
  - Read grade-level-prose and poetry orally with accuracy, appropriate rate, and expression.
  - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Identify and generate simple equivalent fractions. Explain why the fractions are equivalent.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- Compare two fractions with the same numerator or the same denominator by reasoning about their size.
- Explain why comparisons are valid only when the two fractions refer to the same whole.
- Record the results of comparisons with the symbols $>$, $<$, or $=$, and justify the conclusions.
- Solve problems involving measurement (time, liquid volume, mass)
  - Tell and write time to the nearest minute. Measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals using a number line diagram.
  - Measure and estimate liquid volumes and masses of objects using standard (grams, kilograms) or customary units (ounces).
  - Use models to add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.
  - Represent and interpret data
    - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units whole numbers, halves, or quarters.
  - Understand measurement concepts of area and perimeter
    - Describe perimeter as an attribute of plane figures and distinguish between linear and area measures.
    - Find perimeter given the side lengths.
    - Find an unknown side length given the perimeter.
    - Find rectangles with the same perimeter and different areas or with the same area and different perimeters.
  - Reason with shapes and their attributes
    - Identify rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
    - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
- Use properties of operations to perform multi-digit arithmetic
  - Use standard (and non-standard) algorithms to add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.
- Identify and recognize quadrilaterals. Classify quadrilaterals into subcategories
  - Identify rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
  - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
- Multiply and divide within 100
  - No evidence outcomes mastered during trimester for this indicator.
- Develop understanding of fractions as numbers
  - Describe a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; describe a fraction a/b as the quantity formed by a parts of size 1/b.
  - Identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
Earth Science
- Describes how Earth materials can be broken down & combined as resources.
  - Investigate and identify two or more ways that Earth's materials can be broken down and/or combined in different ways such as minerals into rocks, rock cycle, formation of soil, and sand.
  - Use evidence to develop a scientific explanation about one or more processes that break down and/or combine Earth materials.
  - Utilize a variety of media sources to collect and analyze data around Earth's materials and the processes by which they are formed.

Social Studies
- Uses a variety of sources to distinguish historical fact from fiction.
  - Compare factual historical sources with works of fiction about the same topic and identify differences.
  - Use a variety of historical sources including artifacts, pictures, and documents to help define factual historical evidence.
  - Compare information from multiple sources recounting the same event.
- Describes the influence of people in the past on communities and regions.
  - Compare past and present situations and events.
  - Chronologically sequence important events in a community or region.
  - Give examples of people and events, and developments that brought important changes to a community or region.
  - Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.

Geography
- Uses various types of geographic tools to develop spatial thinking.
  - Read and interpret information from geographic tools and formulate geographic questions.
  - Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on a map.
  - Locate the community on a map and describe its natural and human features.
  - Identify geographic-based problems and examine the ways that people have tried to solve them.

Economics
- Describes producers, consumers, and how goods and services are exchanged.
  - Describe the difference between producers and consumers and explain how they need each other.
  - Describe and give examples of forms of exchange including but not limited to trade and barter.

Report Card
Indicators
2019-2020
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.

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:
Use properties of operations to perform multi-digit arithmetic

Evidence Outcome(s):
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Use place value to round whole numbers to the nearest 10 or 100.