

2nd Grade Learner Expectations for the 2nd Trimester



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

Highlighted evidence outcomes represent priority content for the 2020-2021 school year.

Reading, Writing, and Communicating

- **Expands on ideas in discussion**
 - Maintain focus on the topic.
 - 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 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**
 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - Describe how characters in a story respond to major events and challenges.
 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
 - Compare and contrast two or more versions of the same story (for example: *Cinderella stories*) by different authors or from different cultures.
- **Reads and understands grade level informational text**
 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - Summarize the main idea using relevant and significant details in a variety of texts.
 - 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 (for example: 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.
- **Uses strategies to read words and find their meaning**
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Compare formal and informal uses of English.
- Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: When other kids are happy that makes me happy).
- Determine which strategies should be used to decode multisyllabic words.
- **Uses the writing process to create stories and opinion pieces**
 - Write real or imagined narratives that describe events in sequence and provide a sense of closure
 - Include details to describe actions, thoughts, and feelings
 - Use temporal words to signal event order.
 - Provide a sense of closure.
 - 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 organized around main ideas which are supported by relevant details, facts, and definitions.
 - Use facts and definitions to develop points, including relevant details when writing to questions about texts.
 - Provide a concluding statement or section.
 - Write letters and "how-to's" (for example: procedures, directions, recipes) that follow a logical order and appropriate format.
 - Organize informational texts using main ideas and specific supporting details.
 - Apply appropriate transition words to writing.
 - Writers use technology to support the writing process.
- **Uses correct grade level grammar, punctuation, and spelling**
 - Use reflexive pronouns (for example: myself, ourselves).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Apply accurate subject-verb agreement while writing.
 - Vary sentence beginnings.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **Uses resources to find information and answer questions**
 - Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, Internet web page).
 - Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and 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. For example: read a number of books on a single topic to produce a report; record science observations.

Math

- **Understand place value**
 - (Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:) 100 can be thought of as a bundle of ten tens — called a "hundred."
 - (Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:) The numbers 100, 200, 300, 400, 500,

600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 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**
 - 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- **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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- **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.
- **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. Example: If you have two dimes and three pennies, how many cents do you have?
- **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 - Solids & Liquids**
 - Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
 - Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
 - Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- **Life Science - Plants & Animals**
 - Plan and conduct an investigation to determine if plants need sunlight and water to grow.
 - Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
 - Make observations of plants and animals to compare the diversity of life in different habitats.
- **Earth Science - Solid Earth**

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Social Studies

- **History - Use primary and secondary sources to ask questions and understand how people of various cultures influence neighborhoods and communities over time**
 - Explain that the nature of history involves stories of the past preserved in various sources.
 - Explain the past through primary and secondary sources. For example: images, and oral or written accounts.
 - Explain the information conveyed by historical timelines.
 - Identify community and regional historical artifacts and generate questions about their functions and significance.
 - Create timelines to understand the development of important community traditions and events.
 - Organize historical events of neighborhoods and/or communities chronologically.
 - Compare and contrast neighborhoods and/or communities, both past and present, through their people and events.
 - Give examples of people and events that brought important changes to a neighborhood and/or community.
 - Compare and contrast the differences within one neighborhood and/or community.
 - Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and/or communities.
- **Geography - Use geographic terms and tools to describe places and spaces and how people in communities impact and depend on their environment**
 - Use map keys, legends, symbols, intermediate directions, and a compass rose to locate and describe spaces and places.
 - 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.
 - Explain how communities manage and use nonrenewable and renewable resources.
 - Explain how community is defined by physical boundaries and resources.
 - Explain why people settle in certain areas.
 - Identify examples of how human activity influences cultural and environmental characteristics of a place over time.
- **Economics - Understand the scarcity of resources and the costs and benefits of making informed financial decisions**
 - 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 wants.
 - Assess priorities when making financial decisions.
 - Classify goals as short-term or long-term.
 - Differentiate the monetary value for a variety of goods and services.
 - Acknowledge that non-monetary value varies from person to person for goods and services.

- Predict positive and negative consequences when making financial decisions.
- Use addition and subtraction within 100 to solve word problems about making financial decisions.
- **Civics - Describe how individuals advocate for ideas to improve communities and compare ways to resolve conflicts**
 - Compare ways that people may express their ideas and viewpoints in ways that are effective and respectful to others.
 - Analyze how people in diverse groups monitor and influence decisions in their community.
 - Describe ways in which you can take an active part in improving your school or community.
 - Identify and compare examples of civic responsibilities that are important to privileged and marginalized individuals, families, and communities. For example: voting and representation.
 - Describe the characteristics that enable a community member to responsibly and effectively engage in the community.
 - Analyze ways that diverse individuals, groups and communities work through conflict and promote equality, justice, and responsibility.
 - Compare examples of power and authority and identify strategies that could be used to address an imbalance. For example: anti-bullying, mediation, and deliberation.
 - Identify and give examples of appropriate and inappropriate uses of power and the consequences.
 - Demonstrate skills to understand and resolve conflicts or differences.

Reviewing the 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. By end of Grade 2, know from memory all sums of two one-digit numbers.

Highlighted evidence outcomes represent priority content for the 2020-2021 school year.



Report Card Indicators 2020-2021

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.