

## 2nd Grade Learner Expectations for the 1<sup>st</sup> Trimester



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

### Reading, Writing, and Communicating

- **Expands on ideas in discussion**
  - Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Ask for clarification and further explanation as needed about the topic and texts under discussion.
- **Learns by listening and talking with others**
  - Contribute knowledge to a small group or class discussion to develop a topic.
- **Reads and understands grade level literature**
  - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
  - 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**
  - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **Uses strategies to read words and find their meaning**
  - Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy).
- **Uses the writing process to create stories and opinion pieces**
  - No evidence outcomes mastered during trimester for this indicator.
- **Uses the writing process to create informational texts**
  - No evidence outcomes mastered during trimester for this indicator.
- **Uses correct grade level grammar, punctuation, and spelling**
  - Use collective nouns (for example: group).
  - Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told).
  - Capitalize holidays, product names, and geographic names.
  - Uses commas in greetings and closings of letters.
- **Uses resources to find information and answer questions**
  - No evidence outcomes mastered during trimester for this indicator.

- **Ask questions to clarify thinking**
  - No evidence outcomes mastered during trimester for this indicator.

### Math

- **Understand place value**
  - No evidence outcomes mastered during trimester for this indicator.
- **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 place value and properties of operations to subtract**
  - No evidence outcomes mastered during trimester for this indicator.
- **Add and subtract within 20**
  - Fluently add and subtract within 20 using mental strategies. By end of Grade 2, 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, e.g., by pairing objects or counting them by 2s; 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; write an equation to express the total as a sum of equal addends.
- **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 - 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.



# Report Card Indicators 2021-2022

## 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.