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**
  - *Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.*
  - *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.*
  - *Use content-specific vocabulary to ask questions and provide information.*
- **Learns by listening and talking with others**
  - *Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*
- **Reads and understands grade level literature**
  - *Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.*
  - *Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*
  - *Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.*
  - *Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.*
  - *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 text**
  - *Read text to perform a specific task such as follow a recipe or play a game.*
  - *Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.*
  - *Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text.*
  - *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 the 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 spelling-sound correspondences for additional common vowel teams.*
  - *Read multisyllabic words accurately and fluently.*
  - *Decode regularly spelled two-syllable words with long vowels.*
  - *Decode words with common prefixes and suffixes.*
  - *Identify words with inconsistent but common spelling-sound correspondences.*
  - *Read grade-appropriate irregularly spelled words.*
  - *Read grade-level text with purpose and understanding.*
  - *Read grade-level text orally with accuracy, appropriate rate, and expression.*
  - *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*
  - *Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation.*
  - *Compare formal and informal uses of English.*
  - *Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.*
  - *Use sentence-level context as a clue to the meaning of a word or phrase.*
  - *Determine the meaning of the new word formed when a known prefix is added to a known word (for example: happy/unhappy, tell/retell).*
  - *Use a known root word as a clue to the meaning of an unknown word with the same root (for example: addition, additional).*
  - *Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).*
  - *Create new words by combining base words with affixes to connect known words to new words.*
  - *Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.*
  - *Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy).*
  - *Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny, scrawny).*
  - *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.*
  - *Write simple, descriptive poems.*
  - *Write with precise nouns, active verbs, and descriptive adjectives.*
  - *Apply knowledge about structure and craft gained from mentor text to narrative writing*
  - *Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).*
  - *Write pieces on a topic or book that state opinions and give supporting reasons.*
  - *Introduce the topic or book they are writing about.*
  - *State an opinion.*
  - *Supply reasons that support the opinion.*
  - *Use linking words (for example: because, and, also) to connect opinion and reasons.*
  - *Provide a concluding statement or section.*
- **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**
  - *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
  - *Produce, expand, and rearrange complete simple and compound sentences (for example: The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).*
  - *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 learned spelling patterns when writing words (for example: cage → badge; boy → boil).*
  - *With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.*
  - *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**
  - *Identify a specific question and gather information for purposeful investigation and inquiry.*
  - *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.*

Math

- **Understand place value**
  - *No evidence outcomes mastered during trimester for this indicator.*
- **Use place value and properties of operations to add**
  - *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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.*
  - *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. (Explanations may be supported by drawings or objects.)*
- **Use place value and properties of operations to add subtract**
  - *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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.*
  - *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. (Explanations may be supported by drawings or objects.)*
- **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**
  - *Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring 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.*
  - *Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) 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 with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.*
- **Work with time and money**
  - *No evidence outcomes mastered during trimester for this indicator.*
- **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 a bar graph.*
- **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.*
  - *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.*

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.

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Report Card Indicators

2021-2022

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.