

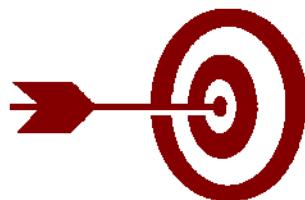
## **SCIENCE**

### **Unit: Balance and Motion**

- ◎ I CAN solve problems through trial and error.
- ◎ I CAN explore concepts of balance, counterweight and stability.
- ◎ I CAN tell when an object is unstable and change it to become stable.
- ◎ I CAN experiment with different ways to make an object rotate.
- ◎ I CAN construct and observe toys that spin.
- ◎ I CAN describe what influences the spinning of objects.
- ◎ I CAN observe and compare rolling systems with different size wheels.
- ◎ I CAN describe the motion of rolling spheres.
- ◎ I CAN use and define vocabulary words related to balance and motion.

### **Unit: New Plants**

- ◎ I CAN label the parts of plants.
- ◎ I CAN tell the purposes of the parts of plants (roots, stem, leaves, flowers).
- ◎ I CAN name the things plants need to survive.
- ◎ I CAN describe the life cycle of a plant.
- ◎ I CAN tell ways new plants can be produced.
- ◎ I CAN record the growth of a plant.



Research tells us that when students know the expectations, they are more likely to achieve those goals.

## **SOCIAL STUDIES**

### **Unit: Kinds of Communities**

- ◎ I CAN tell the difference between needs and wants.
- ◎ I CAN name the different types of money and its purpose.
- ◎ I CAN tell the difference between goods and services.
- ◎ I CAN identify examples of good, services, producers and consumers in a community.
- ◎ I CAN explain what natural resources are and how people can save them.
- ◎ I CAN identify different kinds of transportation in a community.
- ◎ I CAN define natural resources.
- ◎ I CAN give examples of ways that people can conserve natural resources.
- ◎ I CAN explain how my community protects our natural resources.



Boyertown Area School District  
Michael Stoudt  
Assistant to the Superintendent for Academics  
911 Montgomery Avenue  
Boyertown, PA 19512  
(610) 369-7403

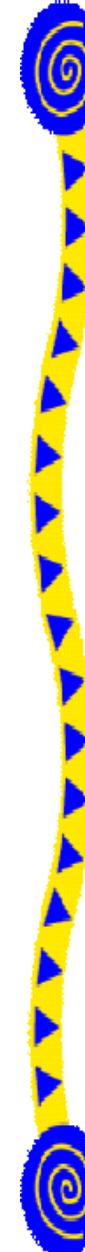
[mstoudt@boyertownasd.org](mailto:mstoudt@boyertownasd.org)

## **GRADE 2**

### **THIRD TRIMESTER STANDARDS-BASED REPORT CARD “I CAN” STATEMENTS**



“I CAN” statements have been developed by teachers throughout the District to help students and parents understand which strategies and skills are taught and assessed at the end of each report card period. You may also refer to these “I Can” statements as the grade level targets ( ). Each of the “I Can” statements, or targets, correlates to descriptors found on your child’s report card. The “I Can” statements also correspond with the standards instructed each marking period. If you have any questions about the “I Can” statements, please contact your child’s teacher.



# SECOND GRADE—THIRD TRIMESTER “I CAN” STATEMENTS

## **MATHEMATICS**

- ◎ I CAN fluently add and subtract within 20.
- ◎ I CAN solve addition and subtraction problems within 1,000.
- ◎ I CAN accurately measure in standard units.
- ◎ I CAN accurately compare lengths.
- ◎ I CAN read and write time to the nearest 5 minutes.
- ◎ I CAN count mixed coins up to \$1.00.
- ◎ I CAN draw a picture graph, bar graph, or line plot to represent a data set with up to four categories.
- ◎ I CAN solve problems using information presented in a bar graph.
- ◎ I CAN recognize and draw shapes having specified attributes such as given number of angles or a given number of equal faces.
- ◎ I CAN identify triangles, quadrilaterals, pentagons, hexagons and cubes.
- ◎ I CAN partition circles and rectangles into 2, 3, or 4 equal shares using words “halves, thirds, half of”, etc

## **READING—Foundational Skills**

### **Phonics and Word Recognition**

- ◎ I CAN identify r-controlled vowels.
- ◎ I CAN work with common silent consonants in words.
- ◎ I CAN identify and use three letter blends in words.
- ◎ I CAN decode words with the sound in oi/oy.
- ◎ I CAN quickly read common second grade irregularly spelled words on their own and in texts.

## **READING—Reading Independently**

- ◎ I CAN read second grade text with purpose and understanding.
- ◎ I CAN read second grade texts fluently.
- ◎ I CAN read second grade texts accurately.
- ◎ I CAN use strategies to understand unknown words.
- ◎ I CAN retell important information about the texts I read.

## **READING—Comprehension**

- ◎ I CAN summarize fiction and non-fiction texts.
- ◎ I CAN identify the main topic of the text.
- ◎ I CAN identify recognize that different characters have different points of view.
- ◎ I CAN identify key facts or other information in the text features.
- ◎ I CAN identify a specific point the author is making.
- ◎ I CAN give reasons in the text that support the author's point.
- ◎ I CAN compare the most important points of two texts on the same topic.

## **WRITING**

### **Text Types and Purposes**

- ◎ I CAN write an informational piece.
- ◎ I CAN begin my writing with an introduction.
- ◎ I CAN include facts and details that tell more about the topic
- ◎ I CAN provide a concluding section or statement about the topic.

## **Production and Distribution of Writing**

- ◎ I CAN use a graphic organizer to brainstorm my ideas.
- ◎ I CAN revise my writing for the trait of ideas.
- ◎ I CAN revise my writing for the trait of organization.
- ◎ I CAN edit my writing for the trait of conventions.

## **Conventions of Standard English**

- ◎ I CAN use specific nouns in my writing. (e.g., ball vs. basketball, drink vs. lemonade)
- ◎ I CAN use specific verbs in my writing. (e.g., ran vs. sprinted, bolted)
- ◎ I CAN write a complete sentence, using nouns and verbs.
- ◎ I CAN capitalize proper nouns.
- ◎ I CAN use apostrophes correctly.
- ◎ I CAN use spelling patterns to spell words correctly in my writing.

## **Vocabulary Acquisition and Use**

- ◎ I CAN use context clues to understand the meaning of words.
- ◎ I CAN use synonyms of verbs and adjectives to strengthen my writing.
- ◎ I CAN use adjectives and adverbs to describe.

