

## 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.



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## SOCIAL STUDIES

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

- ⊙ I CAN describe the ways in which community laws are made.
- ⊙ I CAN tell the difference between a rule and a law.
- ⊙ I CAN give an example of a consequence for disobeying the law.
- ⊙ I CAN give examples of what it means to be a citizen.
- ⊙ I CAN name some differences between citizens and non-citizens.
- ⊙ I CAN explain how government leaders are chosen.
- ⊙ I CAN name community workers and describe their jobs.
- ⊙ I CAN name the jobs in different communities.
- ⊙ I CAN describe the responsibilities of community helpers.
- ⊙ 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.



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



## GRADE 2 SECOND 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—SECOND TRIMESTER “I CAN” STATEMENTS

## MATHEMATICS

- ⊙ I CAN solve addition and subtraction problems within 100.
- ⊙ I CAN fluently add and subtract within 20.
- ⊙ I CAN measure and estimate lengths in standard metric units.
- ⊙ I CAN identify hundreds tens and ones in a three-digit number.
- ⊙ I CAN count by 5s, 10s and 100s to 1,000.
- ⊙ I CAN read and write numerals to 1,000 in word, number and expanded form.
- ⊙ I CAN compare three-digit numbers.



## READING—Foundational Skills

### Phonics and Word Recognition

- ⊙ I CAN tell the difference between long and short vowels.
- ⊙ I CAN identify the most common short (CVC) and long vowel (CVCe, VCe) patterns.
- ⊙ I CAN correctly pronounce common vowel teams (ea, oi, oo).
- ⊙ I CAN decode words with common long vowel teams.
- ⊙ 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 texts.
- ⊙ I CAN identify the central message or lesson in the text.
- ⊙ I CAN identify major events or challenges for challenges for characters.
- ⊙ I CAN describe how characters react to major events or challenges.
- ⊙ I CAN identify text features.
- ⊙ I CAN identify why an author wrote a book.
- ⊙ I CAN compare the similarities and differences of two texts.

## WRITING

### Text Types and Purposes

- ⊙ I CAN write an opinion piece.
- ⊙ I CAN begin my writing with an introduction.
- ⊙ I CAN state a clear opinion about a topic.
- ⊙ I CAN give multiple reasons for my opinion.
- ⊙ I CAN use linking words to connect my opinion and reasons.
- ⊙ I CAN provide a concluding statement.

## 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.

