

Standards & "I Can..." Statements - GRADE 2

ELA	Standard	"I Can..."	Academic Vocab
Reading: Literature			
	2.RL.1.A. Answer questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text	➤ I can answer questions about a story using the 5 W's (who, what, when, where, why, and how).	
	2.RL.1.B. Ask questions such as who, what, when, where, why, and how to demonstrate understanding of key details in a text.	➤ I can ask questions about a story using the 5 W's (who, what, when, where, why, and how).	
	2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<ul style="list-style-type: none"> ➤ I can retell a fable. ➤ I can tell the lesson of a story. ➤ I can tell what I learned from a story. 	
	2.RL.3. Describe how characters in a story respond to major events and challenges.	➤ I can tell what the characters did to try to solve the problem.	
	2.RL.4. Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> ➤ I can describe the rhyming pattern. ➤ I can tell the meaning of the poem, story, or song. 	
	2. RL.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	➤ I can tell the beginning, middle, and end of a story.	
	2.RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	➤ I can express what the characters think and feel by using different voices.	
	2.RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	➤ I can use pictures or words to explain characters, plot, and setting.	

2.RL.8. (Not applicable to literature)		
2.RL.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	➤ I can read two or more stories and tell how they are alike and different.	
2.RL.10. 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.	➤ I can read and understand 2nd Grade leveled stories and poems independently.	
Reading: Informational Text		
2.RI.1.A. Answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text..	➤ I can answer questions using nonfiction text and give important details using the five W's (who, what, when, where, why, and how).	
2.RI.1.B. Ask questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	➤ I can ask questions using nonfiction text and give important details using the five W's (who, what, when, where, why, and how).	
2.RI.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	➤ I can identify the main idea and details of the selection.	
2.RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	➤ I can put events and ideas in order and describe why they are important to each other.	
2.RI.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	➤ I can use clues to tell the meanings of words.	
2.RI.5. Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	➤ I can find information using captions, indexes, subheadings, and glossaries (and table of contents).	

2.RI.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	➤ I can tell the most important idea and what the author wants me to learn.	
2.RI.7. Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.	➤ I can look at a chart or picture and use it to help me learn.	
2.RI.8. Describe how reasons support specific points the author makes in a text.	➤ I can tell how details tell about the main idea.	
2.RI.9. Compare and contrast the most important points presented by 2 texts on the same topic.	➤ I can read two or more selections about the same topic to tell what is the same and different.	
2.RI.10. By the end of the 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.	➤ I can read and understand information at my grade level.	
Reading: Foundational Skills		
2.RF.1. N/A for Grade 2		
2.RF.2. N/A for Grade 2		
2.RF.3. Know and apply grade level phonics and word analysis skills in decoding words. a) Distinguish short vowel sounds when reading regularly spelled one syllable words. b) Distinguish long and short vowels when reading regularly spelled one-syllable words. c) Know spelling-sound correspondences for additional common diphthongs. d) Decode regularly spelled two-syllable words with long vowels. e) Decode words with common prefixes and suffixes. f) Identify words with inconsistent but common spelling sound correspondences. g) Recognize and read grade	<ul style="list-style-type: none"> ➤ I can tell which short vowel sound is used in a word. ➤ I can tell if a vowel is short or long in a one-syllable word. ➤ I can hear and spell long vowel diphthongs. ➤ I can hear, read, and spell two syllable words with long vowel diphthongs. ➤ I can read words with prefixes and suffixes. ➤ I can read 2nd Grade sight words. 	

appropriate irregularly spelled words.		
2.RF.4. Read with sufficient accuracy and fluency to support comprehension. a) Read on-level text with purpose and understanding. b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	➤ I can read fluently read and reread in order to understand 2nd Grade level text.	
Writing		
2.W.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	➤ I can write a paragraph using detailed sentences telling what I think about a topic or book.	
2.W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	➤ I can write a paragraph about a topic using details that include facts, vocabulary, and definitions.	
2.W.3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<ul style="list-style-type: none"> ➤ I can write about an event with actions, thoughts, and feelings. ➤ I can use sequence words in my writing (first, next, then, last/finally). 	
2.W.4. (Begins in grade 3)		
2.W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	➤ With help, I can rewrite and fix my writing to make it better.	
2.W.6. With guidance and support from adults, use a	➤ With help, I can use the computer to publish	

variety of digital tools to produce and publish writing, including in collaboration with peers.	my work.	
2.W.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.)	➤ In a group, I can research, learn, and write about a topic.	
2.W.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ➤ I can write an answer to a question about something that happened to me. ➤ I can gather information from different sources to write an answer to a question. 	
2.W.9. (Begins in grade 4)		
2.W.10. (Begins in grade 3)		
Speaking & Listening		
2.SL.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation	<ul style="list-style-type: none"> ➤ I can talk to my classmates by speaking and listening in a respectful way. ➤ I can ask questions when I don't understand or need help. 	
2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	➤ I can listen to a story and tell about what I learned.	
2.SL.3. 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.	➤ I can ask and answer questions when I don't understand, need help, or want more information.	

2.SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> ➤ I can tell a story that uses important ideas to make sense and people can hear what I say. 	
2.SL.5. 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.	<ul style="list-style-type: none"> ➤ I can record myself telling a story or poem. ➤ I can draw a picture to tell how I felt or what I learned. 	
2.SL.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> ➤ I can answer questions in complete sentences using correct grammar. 	
2.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Use collective nouns (e.g., group). b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c) Use reflexive pronouns (e.g., myself, ourselves). d) Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told). e) Use adjectives and adverbs and choose between them depending on what is to be modified. f.1) Produce complete simple and compound sentences (e.g., The boy watched the movie.). f.2) Expand complete simple and compound sentences. (e.g., The boy watched the movie. >>>The little boy watched the movie.) f.3) Rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)	<ul style="list-style-type: none"> ➤ I can use nouns that name a group (herd of cattle, flock of geese). ➤ I can use plural nouns that break the rules (children, feet, mice). ➤ I can use pronouns that break the rules (myself, ourselves). ➤ I can use pronouns that tell about me (myself, ourselves). ➤ I can make and use action verbs about the past that don't follow the rules (sat, told, hid). ➤ I can choose words that describe nouns (adjectives). ➤ I can choose words that describe verbs (adverbs). ➤ I can write simple and compound sentences. ➤ I can add details to make longer and more interesting sentences. ➤ I can join two simple sentences to make a longer sentence. 	
2.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Capitalize holidays, product	<ul style="list-style-type: none"> ➤ I can use capital letters for holidays and special names. ➤ I can use commas in greetings and closing of 	

<p>names, and geographic names. b) Use commas in greetings and closings of letters. c) Use an apostrophe to form contractions and frequently occurring possessives. d) Generalize learned spelling patterns when writing words (e.g. cage > badge; boy > boil). e) Consult reference materials including beginning dictionaries as needed to check and correct spellings.</p>	<p>letters.</p> <ul style="list-style-type: none"> ➤ I can use apostrophes correctly. ➤ I can use spelling patterns in my writing. ➤ I can use the dictionary and other reference tools to look up spellings I do not know. 	
<p>2.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> ➤ I can figure out which words and phrases to use in different situations. 	
<p>2.L.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark). e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> ➤ I can use clues in the sentence to find meaning of a word or phrase. ➤ I can use prefixes and suffixes to find the meanings of words. ➤ I can use a root word (base word) I know to find the meaning of another word. ➤ I can break apart a compound word to tell the meaning. ➤ I can use a glossary and a dictionary to learn the meanings of new words and phrases. 	
<p>2.L.5. Demonstrate understanding of word relationships and nuances in word meanings. a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b) Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> ➤ I can use descriptive words in speaking and writing to make my work more interesting. ➤ I can identify small differences between synonyms. 	

	2.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (When other kids are happy that makes me happy.)	<ul style="list-style-type: none"> ➤ I can share my feelings or opinions with my peers using descriptive words. 	
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SOCIAL STUDIES	Standard	"I Can..."	Academic Vocab
Strand: History			
	2.H.1. Time can be shown graphically on calendars and timelines.	<ul style="list-style-type: none"> ➤ I can show dates/events in order on a timeline. ➤ I can list days of the week in order. ➤ I can list the months of the year in order. ➤ I can name the day, week, month, and year using a calendar. 	
	2.H.2. Change over time can be shown with artifacts, maps, and photographs.	<ul style="list-style-type: none"> ➤ I can answer questions about the past. ➤ I can compare things from the past with things from today. ➤ I can tell how daily life has changed. 	
	2.H.3. Science and technology have changed daily life.	<ul style="list-style-type: none"> ➤ I can name inventions that have changed daily life. ➤ I can tell how inventions have made our lives better. 	
	2.H.4. Biographies can show how people's actions have shaped the world in which we live.	<ul style="list-style-type: none"> ➤ I can tell how a famous person (biography) has changed the world. 	
Strand: Geography			
	2.G.5 Maps and their symbols can be interpreted to answer questions about location of places.	<ul style="list-style-type: none"> ➤ I can use the map and map key to answer questions. 	

	<ul style="list-style-type: none"> ➤ I can find places on a map. ➤ I can make a map that includes a title and key. 	
2.G.6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	<ul style="list-style-type: none"> ➤ I can explain the work people do because of where they live. 	
2.G.7. Human activities alter the physical environment, both positively and negatively.	<ul style="list-style-type: none"> ➤ I can tell how humans change the environment for both good and bad. 	
2.G.8. Cultures develop in unique ways, in part through the influence of the physical environment.	<ul style="list-style-type: none"> ➤ I can tell how people live differently around the world. 	
2.G.9. Interactions among cultures lead to sharing ways of life.	<ul style="list-style-type: none"> ➤ I can tell about food, language, and customs from different cultures. 	
Strand: Government		
2.Gov.10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.	<ul style="list-style-type: none"> ➤ I can accept responsibility for my own actions. ➤ I can tell how to respect others. ➤ I can make responsible choices. 	
1.Gov.11. Groups are accountable for choices they make and actions they take.	<ul style="list-style-type: none"> ➤ I can work well with others in a group. 	
2.Gov.12. There are different rules that govern behavior in different settings.	<ul style="list-style-type: none"> ➤ I can tell rules for different settings. 	
Strand: Economic		
2.E.13. Information displayed on bar graphs can be used to compare quantities.	<ul style="list-style-type: none"> ➤ I can read and use the information on a bar graph. ➤ I can make a bar graph. 	
3.E.14. Resources can be used in various ways.	<ul style="list-style-type: none"> ➤ I can name a resource and tell the different ways it is used. 	

	2.E.15 Most people around the world work in jobs in which they produce specific goods and services.	<ul style="list-style-type: none">➤ I can tell why people work.➤ I can tell the difference between goods and services.➤ I can name different jobs that provide goods and services.	
	2.E.16. People use money to buy and sell goods and services.	<ul style="list-style-type: none">➤ I can tell how people use money to buy goods and services.	
	2.E.17. People earn income by working.	<ul style="list-style-type: none">➤ I can tell how people earn and spend their money.	

MATH	Standard	"I Can..."	Academic Vocab
	2.OA.A.1. 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.	➤ I can find the missing number (shown by a symbol) using addition and subtraction up to 100.	
	2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	➤ I can quickly add and subtract numbers in my head up to 20.	
	2.OA.C.3. 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.	<ul style="list-style-type: none"> ➤ I can show if a number is odd or even. ➤ I can write an equation (number sentence). 	
	2.OA.C.4. 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.	<ul style="list-style-type: none"> ➤ I can add the number of objects in any array. ➤ I can write an equation (number sentence) that shows an array. 	
	2.NBT.A.1. 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.	<ul style="list-style-type: none"> ➤ I can read numbers in 100's, 10's, and 1's place. ➤ I can show the place value of a three digit number. 	
	2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.	<ul style="list-style-type: none"> ➤ I can count up to 1000. ➤ I can skip count by 5's, 10's, and 100's up to 1000. 	

	2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	<ul style="list-style-type: none"> ➤ I can read and write numbers to 1000 (using numerals). ➤ I can read and write numbers to 1000 (using words). ➤ I can read and write expanded form to 1000. ➤ I can show a number (using base ten materials) in different ways. 	
	2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	<ul style="list-style-type: none"> ➤ I can compare three digit numbers using symbols to show $<$, $>$, or $=$. 	
	2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	<ul style="list-style-type: none"> ➤ I can add and subtract numbers to 100. 	
	2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	<ul style="list-style-type: none"> ➤ I can add many two digit numbers. 	
	2.NBT.B.7. 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.	<ul style="list-style-type: none"> ➤ I can compose (carry) when needed. ➤ I can decompose (borrow) when needed. 	
	2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	<ul style="list-style-type: none"> ➤ I can add 10 or 100 to any given number in my head. ➤ I can subtract 10 or 100 from any given 	

	number in my head.	
2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	➤ I can explain how I got my answer to an addition or subtraction problem.	
2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<ul style="list-style-type: none"> ➤ I can measure an object. ➤ I can pick the right tool. ➤ I can use a ruler, meter stick, yardstick, and measuring tape. 	
2.MD.A.2. 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.	<ul style="list-style-type: none"> ➤ I can measure an object twice using different units of measurement. ➤ I can compare the two measurements. 	
2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.	➤ I can estimate how long an object is using inches, feet, centimeters, and meters.	
2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	➤ I can compare the lengths of two objects.	
2.MD.B.5. 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.	<ul style="list-style-type: none"> ➤ I can solve word problems using lengths up to 100. ➤ I can show my answer using pictures or symbols. 	
2.MD.B.6. 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.	➤ I can use a number line to add and subtract up to 100.	

2.MD.B.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<ul style="list-style-type: none"> ➤ I can write the time to the nearest five minutes. ➤ I can tell if it's am or pm 	
2.MD.B.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	<ul style="list-style-type: none"> ➤ I can solve word problems about money. ➤ I can use \$ and ¢ symbols correctly. 	
2.MD.B.9. 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.	<ul style="list-style-type: none"> ➤ I can measure the lengths of objects. ➤ I can make a line plot showing the different lengths. 	
2.MD.B.10. 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.	<ul style="list-style-type: none"> ➤ I can draw a picture graph. ➤ I can draw a bar graph. ➤ I can answer questions using information from the graph. 	
2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	<ul style="list-style-type: none"> ➤ I can show what an angle and a face is on a shape. ➤ I can tell how many angles and faces a shape has. ➤ I can draw a triangle, a quadrilateral, pentagon, hexagon, and cube. 	
2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	<ul style="list-style-type: none"> ➤ I can divide rectangles into rows and columns that have the same size squares (area). ➤ I can count the total number of squares in a rectangle (area). 	
2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using	<ul style="list-style-type: none"> ➤ I can divide a rectangle into two, three, or four equal parts. 	

	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.	<ul style="list-style-type: none"> ➤ I can divide a circle into two, three, or four equal parts. ➤ I can use the words: halves, thirds, or fourths to name those parts. ➤ I can recognize that a shape may be divided differently but still have equal parts. 	
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SCIENCE	Standard	"I Can..."	Academic Vocab
	2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	<ul style="list-style-type: none"> ➤ I can investigate different objects to describe and group them by their observable properties. 	
	2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	<ul style="list-style-type: none"> ➤ I can look at the results of testing different materials to find the one that has the properties to make it the right choice for a specific job. 	
	1-PS1-3. 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	<ul style="list-style-type: none"> ➤ I can demonstrate to prove that an object made of a small set of pieces can be taken apart and made into another object. 	
	1-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot	<ul style="list-style-type: none"> ➤ I can prove that some matter changed by heating or cooling can be changed back to its original state , while other types of matter cannot be changed back. 	
	2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	<ul style="list-style-type: none"> ➤ I can investigate to find out if plants need sunlight and water to grow. 	
	2-LS1-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants	<ul style="list-style-type: none"> ➤ I can make a model or draw a picture to show how seeds are dispersed and plants are pollinated. 	

	2-LS1-3. Make observations of plants and animals to compare the diversity of life in different habitats	<ul style="list-style-type: none"> ➤ I can tell you how plants are different in different habitats. ➤ I can tell you how animals are different in different habitats. 	
	2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	<ul style="list-style-type: none"> ➤ I can use information from several sources to show that events on Earth can occur quickly. ➤ I can use information from several sources to show that events on Earth can occur slowly. 	
	2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	<ul style="list-style-type: none"> ➤ I can measure wind speed and direction. ➤ I can explain that air has mass and takes up space. ➤ I can explain how wind is made. ➤ I can use weather instruments. ➤ I can collect and chart weather data. ➤ I can describe weather events related to wind. 	
	2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.	<ul style="list-style-type: none"> ➤ I can make a model to draw evaporation, condensation, and weather changes. 	
	2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	<ul style="list-style-type: none"> ➤ I can tell how water changes from a liquid to a vapor (evaporation). ➤ I can tell how water changes from a vapor to a liquid (condensation). ➤ I can tell how clouds can be used to predict weather. ➤ I can name different ways water is in the air (clouds, steam, fog, rain, ice, snow, sleet, hail). 	
	K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	<ul style="list-style-type: none"> ➤ I can find out about simple problems that people that I know want to change and figure out how to solve them. ➤ I can talk about how the problem can be fixed. ➤ I can talk about the solution that I have created and why it will help to solve the 	

		problem.	
	K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	➤ I can create a drawing that shows how the shape of an object makes it work the way it is supposed to work.	
	K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	➤ I can compare two objects that were made to solve the same problem and talk about the strengths and weakness of both objects	