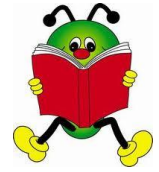


# Second Grade NYS Standards Overview



Welcome to second grade. This overview, aligned with the New York State standards, is intended to provide you with a better understanding of what is expected of your child this year. We look forward to working together with you to guarantee that your child will have a positive educational experience.

# English Language Arts - ELA



## **Reading Standards (Literary and Informational Text)**

### **Key Ideas and Details**

1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text
2. Identify a main topic or central idea and retell key details in a text; summarize portions of a text
3. In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events

### **Craft and Structure**

4. Explain how words and phrases in a text suggest feelings and appeal to the senses
5. Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text
6. Identify examples of how illustrations, text features, and details support the point of view or purpose of the text

### **Integration of Knowledge and Ideas**

7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features
8. Explain how specific points the author or illustrator makes in a text are supported by relevant reasons
9. Make connections between self and text (texts and other people/world)

## **Reading Standards (Foundational Skills)**

### **Phonics and Word Recognition**

1. Know and apply phonics and word analysis skills in decoding words
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams)
  - b. Decode short and long vowel sounds in two-syllable words
  - c. Decode regularly spelled two-syllable words
  - d. Recognize and identify root words and common suffixes and prefixes
  - e. Read all common high-frequency words by sight

### **Fluency**

1. Read grade level text with sufficient accuracy and fluency to support comprehension
  - a. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
  - b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## Writing Standards

### Text Type and Purposes

1. Write an opinion about a topic or personal experience, using clear reasons and relevant evidence
2. Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section
3. Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure
4. Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other)

### Research to Build and Present Knowledge

5. Develop questions and participate in shared research and explorations to answer questions and to build knowledge
6. Recall and represent relevant information from experiences or gather information from provided sources to answer a question

## Speaking and Listening Standards

### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play
  - a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic
  - b. Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges
  - c. Ask for clarification and further explanation as needed about topics and texts under discussion
  - d. Consider individual differences when communicating with others
2. Recount or describe key ideas or details of diverse texts and formats
3. Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s)

### Presentation of Knowledge and Ideas

1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
2. Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings
3. Express thoughts, feelings, and ideas clearly, adapting language according to context

## Language Standards

### Conventions of Academic English/Language for Learning

1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking
2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening
  - a. Compare academic and conversational uses of English

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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 a 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 to determine or clarify the meaning of words and phrases
5. Demonstrate understanding of word relationships and nuances in word meanings
  - a. Identify real-life connections between words and their use
  - b. Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy)
  - c. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.)

## MATHEMATICS



The mathematics standards define the skills that all students must demonstrate by the end of second grade. Students will gain adequate exposure to a range of mathematical practices. The Standards of Mathematical Practice describe ways in which students should engage with the subject matter as they grow in mathematical maturity and expertise.

## **Mathematical Practices**

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

## **Operations and Algebraic Thinking**

1. Use addition and subtraction within 100 to solve one and two step word problems
2. Fluently add and subtract within 20 using mental strategies and know from memory all sums of two one-digit numbers
3. Determine whether a group of objects (up to 20) has an odd or even number of members
4. Use addition to find the total number of objects arranged in rectangular arrays

## **Number and Operations in Base Ten**

1. Understand that digits of a three digit number represent amounts of hundreds, tens and ones
2. Count within 1000, skip-count by 5s, 10s, 100s
3. Read and write to 1000
4. Compare two three-digit numbers using  $<$ ,  $>$ , and  $=$  symbols
5. Fluently add and subtract within 100 using strategies based on place value
6. Add up to four two-digit numbers
7. Add and subtract within 1000

## **Measurement and Data**

1. Measure the length of an object by selecting and using appropriate tools
2. Estimate using units of inches, feet, centimeters
3. Use addition and subtraction within 100 to solve word problems involving lengths
4. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
5. Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using appropriate symbols
6. Generate measurement data by measuring lengths of several objects to the nearest whole unit
7. Draw a picture graph and a bar graph to represent a data set with up to four categories

## **Geometry**

1. Recognize and draw shapes having specified attributes
2. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes
3. Partition circles and rectangles into two, three or four equal shares and describe the shares using words

# **SOCIAL STUDIES**



Students will be exploring rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community serves as an example for studying about and understanding other communities. Students study about communities from the perspectives of Geography, History, Economics, Government, and Culture. Community studies include content examples from cultures other than the students' own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities.

## **History**

Students will demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history, the history of the United States, and New York.

## **Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

## **Economics**

Students will demonstrate their understanding of how the United States and other societies develop economic systems. They will learn how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

## **Culture and Society**

Students will demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

## **Social Studies Practices**

### **A. Gathering, Interpreting, and Using Evidence**

1. Develop questions about the community.
2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format of evidence.
4. Identify arguments of others.
5. Recognize arguments and identify evidence.
6. Create an understanding of the past by using primary and secondary sources.

### **B. Chronological Reasoning and Causation**

1. Retell a community event in sequential order.
2. Understand the concept of time measurements, including minutes, hours, days, weeks, months, and years.
3. Identify causes and effects, using examples from his/her family life or from the community.
4. Identify change over time in his/her community.
5. Identify events of the past, present, and future in his/her community.
6. Recognize and identify patterns of continuity and change in his/her community.

#### C. Comparison and Contextualization

1. Identify similarities and differences between communities.
2. Identify similarities and differences between his/her community and other communities.
3. Describe an event in his/her community.
4. Recognize the relationships between geography, economics, and history in his/her community.
5. Describe a historical development in his/her community with specific details, including time and place.

#### D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).
3. Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
4. Recognize a process that applies to population and a resulting pattern.
5. Describe how human activities alter places in a community.

#### E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.
2. Describe the resources used to produce goods and provide services in the local community.
3. Describe the role of banks, saving, and borrowing in the economy.
4. Describe the goods and services that are produced in the local community, and those that are produced in other communities.
5. Identify goods and services that government provides and the role of taxes.

#### F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
2. Participate in activities that focus on a classroom, school, or local community issue or problem.
3. Identify different political systems.
4. Identify the role of the individual in classroom, school, and local community participation.
5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations in which social actions are required.
7. Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.
8. Identify rights and responsibilities within the classroom, school, and community

# SCIENCE



Opportunities are provided for students to obtain a high-quality science education in Life Science, Physical Science, and Earth & Space Science through three-dimensional learning. Students will engage in science and engineering practices, acquire sufficient core content knowledge, and make connections of science across other disciplines.

## **Structure and Properties of Matter**

1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties
2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose
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
4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot

## **Interdependent Relationships in Ecosystems**

1. Plan and conduct an investigation to determine if plants need sunlight and water to grow
2. Develop a simple model that illustrates how plants and animals depend on each other for survival
3. Make observations of plants and animals to compare the diversity of life in different habitats

## **Earth's Systems**

1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly (examples: volcanic eruptions, weathering and erosion)
2. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land
3. Develop a model to represent the shapes and kinds of land and bodies of water in an area
4. Obtain information to identify where water is found on Earth and that it can be solid or liquid

## **K-2 Engineering Design**

1. Ask questions, make observations, and gather information to define a simple problem that can be solved through a new or improved object or tool
2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps its function to solve a problem
3. Analyze data from tests of two objects designed to solve the same problem and compare the strengths and weaknesses of how each performs



# TECHNOLOGY

Computer technology is integrated into the classroom and into the curriculum to support student learning, maximize individual achievement, and enhance teacher productivity. Students should be both comfortable with and adept to using computer technology, adjust to technology as it changes, and be able to use it as a tool to manipulate information and solve problems.

## SPECIAL AREAS

Music, art, physical education, and library media are important parts of your child's educational experience. In participating in these special area programs, children are introduced to the fundamentals of each specific discipline and are involved in learning situations that offer opportunities to apply basic concepts. In all, active, hands-on experience is provided and students are encouraged to express themselves and communicate through the various subject area media.



### **Health and Physical Education**

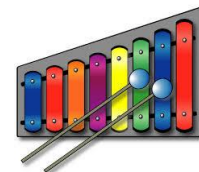
#### **Personal Health and Fitness**

1. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health
2. Students will demonstrate fundamental motor skills and participate in a wide variety of activities that involve locomotion, non-locomotion, and ball handling skills

#### **A Safe and Healthy Environment**

1. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
2. Students will understand the value of good nutrition and good self-esteem

### **The Arts**



#### **Music (Creating, Performing, Responding, Connecting)**

1. Students will recognize that the organization of music informs performance and artistic intent (verse, refrain, call and response, and ABA form)
2. Students will respond appropriately using body movements and dance through a variety of musical genres
3. Students will develop a repertoire of age appropriate and seasonal songs
4. Students will identify and recognize musical instruments and their families

#### **Visual/Media Arts (Creating, Presenting/Producing, Responding, Connecting)**

1. Students will create artwork using age-appropriate materials
2. Students will use primary colors to create secondary colors
3. Students will identify perspective

4. Students will analyze the artwork of historic and contemporary artists

## Library

### Information Literacy

1. Student begin to access information electronically
2. Student begin to recognize tables of contents, index, and glossary
3. Recognized award winning books



### Independent Learning

1. Student pursues information related to personal interests
2. Student identify text-to-self, text-to-text, and text-to-world connections