

William Floyd School District



Parent Handbook

Second Grade



MESSAGE FROM THE SUPERINTENDENT

Kevin M. Coster



Dear Parents,

The core mission of the William Floyd School District is to educate and prepare our students for successful and productive lives. To that end, the District's instructional program "Parent Handbook" is designed to provide parents with the understanding of what their children are expected to learn and perform in each grade level. By keeping parents informed and as active participants, our hope is that they will be aware of what their children are learning in school, enabling them to provide better educational assistance and support and ask more precise questions about their progress. With schools and parents working together, our students will surely succeed. Thank you for working in collaboration and partnership with us to help your children become successful both in learning and in life.

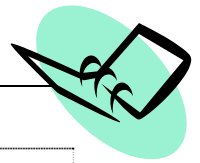
Sincerely,

Kevin M. Coster
Superintendent of Schools



**William Floyd
School District**

240 Mastic Beach Road
Mastic Beach, NY 11951



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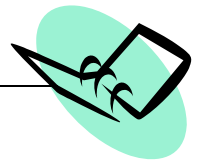
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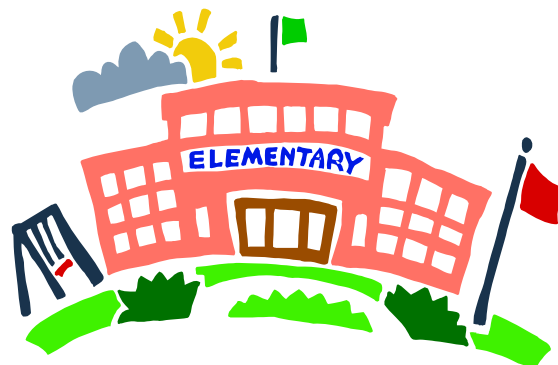
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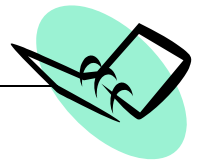
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CURRICULUM GUIDE DEFINITIONS

These pages are to help serve as a resource in understanding terminology that is used throughout the curriculum guide.

ENGLISH LANGUAGE ARTS



Reader’s Workshop – Reader’s workshop is designed to build on each student’s reading strengths and meet his/her reading needs. Teachers and students work together to build comprehension skills. The components of reader’s workshop include:

- ✚ *Mini Lesson* – focuses on a particular skill being taught.
- ✚ *Guided Reading* – with teacher support, in a small group setting.
- ✚ *Shared Reading* – students read along with the teacher.
- ✚ *Independent Reading* - reading books that are “just right” which are books that students self-select and are able to read and comprehend.
- ✚ *Word Work* – practice the reading of word families to increase fluency (e.g., *est* – *west, best, nest, test; able* means can do – *capable, agreeable, acceptable, adorable*).

Genres – During reader’s workshop, students are exposed to a balance of fiction and non-fiction during reading and the content areas of Social Studies and Science.

Types of Fiction Genres (stories that are not true):

- *Realistic fiction* – stories that could be real but are not true.
- *Historical fiction* – stories that include some part of history.
- *Science fiction* – stories that include elements of science.
- *Fantasy* – stories that cannot occur and include folktales, fairy tales, myths, and legends. These stories often teach lessons and are passed down from generation to generation.

Types of Non-Fiction Genres (stories that give accurate, truthful information):

- *Informational text* – gives us information about history, science, language or other subjects.
- *Biography* – tells about people’s lives.
- *Autobiography* – a person tells about his or her own life.
- *Memoir* – the author writes about an experience in his or her own life.

Fluency – Fluency is the ability to read text quickly and accurately. Readers use the punctuation to help them say the text fluently like they speak. When we read, it sounds like we are talking. When we see a period or comma, we need to pause or take a breath. When characters are talking in the text, we can give each character a voice to help determine who is speaking.

Sight Words – Sight words are words that are immediately recognizable as whole words and do not require word analysis for recognition (i.e. *the, and, was, that*, etc.). To read fluently with understanding, readers need instantly to recognize about 95% of words with text. In the beginning



stages of reading, children recognize certain words by sight, and these words help them figure out that letters and sounds are related.

High Frequency Words – Words that are most often used when speaking, reading, and writing, also known as “Tricky Words.” The trickiness of a word is relative to which spellings have been taught.

- ✚ Some words are taught initially as tricky words but, later on, students learn they are part of a spelling pattern. Examples: he, she, we, be, me; no and so; my and by.
- ✚ Other tricky words are never absorbed into the spelling patterns. Examples: one, of, two, could.

Most words are not 100% tricky but may have tricky parts. Strategy for tricky parts: draw attention to regular parts and tricky part within the word (break it down).

The Skills Strand – Teaches the mechanics of Reading – students are taught systematic and explicit instruction for decoding written English. By Grade 2, students will have learned all of the sound-spelling correspondences within the English language and will be able to decode just about any written material they encounter.

Phonics – Phonics instruction involves teaching children the relationships between letters and individual sounds (phonemes). It is the ability to solve words while reading and spelling. Phonics instruction stresses symbol-sound relationships (decoding) and is used especially in primary grades.

Decoding – Decoding is the process of identifying unknown words by using knowledge of letter-sound associations. Decoding includes:

- ✚ *Letter-sound association* (e.g., “m” says /m/).
- ✚ *Letter combinations* (e.g., “ch” says /ch/ in chair).
- ✚ *Blending initial letter sounds* with common spelling patterns to read words (e.g., /s/ /at/ - sat).

Structural Analysis – Structural analysis is the process of recognizing unknown words by using knowledge of word structure. Structural analysis includes:

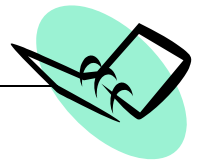
- ✚ *Base words* – also called a root word (e.g., *wilt* in *wilted*).
- ✚ *Compound words* – two words combined to make a new word (e.g., *sunset*).
- ✚ *Inflectional endings* (e.g., *-ed* in *wilted*).
- ✚ *Suffixes* – word endings (e.g., *-less* in *careless*).
- ✚ *Prefixes* – word beginnings (e.g., *un* in *unhappy*).
- ✚ *Contractions* – combining two words joined by an apostrophe (e.g., *isn’t* for *is not*).
- ✚ *Verbs* – words that describe action or being (action words e.g., *run, walk, laugh*; being verbs e.g., *am, are, is*).

Synonyms – Words with the same or similar meaning (e.g., *happy/cheerful*).

Antonyms – Words with the opposite meaning (e.g., *happy/sad*).

Homonyms – A word that is spelled or pronounced in the same way as one or more other words, but has a different meaning.

- ✚ *Homophones* – a word that is pronounced the same as another word but differs in meaning. A short example of a homophone is the words *know* and *no*.
- ✚ *Homograph* – one of a group of words that share the same spelling but have different meanings. An example of a homograph is: “Will you please *close* that door!” or “The tiger was so *close* that I could smell it.”



Comprehension Strategies

Students are taught to think while they are reading so that they understand the meaning of a text. There are two ways to think about text: 1) Literal and 2) Inferential. *Literal* thinking is when readers think about what is stated in the text, while *inferential* thinking is when the reader uses what they know about the text and their background knowledge. *Inferential* thinking is what is “between the lines.” Teachers and students engage in a variety of reading strategies which help them to comprehend text. Strategies used are:

- ✚ *Solving words* – students use problem solving strategies to recognize, decode, and/or understand the meaning of words.
- ✚ *Monitoring and correcting* – students check on whether their reading sounds right, looks right, and makes sense.
- ✚ *Gathering* – students identify and select information from print (*literal*).
- ✚ *Predicting* – students will say in advance what they believe will happen next (*inferential*).
- ✚ *Maintaining fluency* – students will read easily and smoothly.
- ✚ *Adjusting* – students read in different ways for different purposes with a variety of texts (e.g., readers read at a slower pace when reading non-fiction texts).
- ✚ *Connecting* – students show or think of how two or more things are related (*literal/inferential*).
- ✚ *Inferring* – students will arrive at a decision or opinion by reasoning from known facts or evidence within a text (*inferential*).
- ✚ *Summarizing* – students present the substance or general idea of a text in brief form (*literal*).
- ✚ *Synthesizing* – students bring together information from the text and from personal, world, and literacy knowledge to create new understanding about what they have read (*inferential*).
- ✚ *Analyzing* – students closely examine elements of a text to achieve a greater understanding of how it is constructed (*inferential*).
- ✚ *Critiquing* – students judge or evaluate a text based on personal, world, or text knowledge (*inferential*).

Story Elements – Students are taught to use their comprehension strategies to understand the setting, character(s), and plot.

- ✚ *Setting* - The time, location, weather conditions, social times, and mood in which a story takes place is called the setting.
- ✚ *Character* - A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
- ✚ *Plot* - The plot is how the author arranges events to develop his basic idea. It is the sequence of events (beginning, middle, and end) in a story.

When analyzing the story elements, students think about events that take place, the problem(s), the causes and effects of events and/or problems, the solution to problems, the main idea (mostly about), theme, lesson, moral, and/or author’s purpose of a story.

Writing – Is throughout all curriculum areas.

- ✚ *Skills Strand.*
- ✚ *Listening and Learning domains.*
- ✚ *Guided Reading.*
- ✚ *Social Studies.*
- ✚ *Science.*



Writing Process - Teachers confer with students during the stages of the writing process. Children write using the writing process which includes:

- ✚ *Pre-write* – The writer brainstorms ideas they may want to write about.
- ✚ *Rough draft* – The writer gets all their ideas down on paper.



- ✚ *Revision* – The writer reviews their writing to make sure it is developed, organized, has voice, appropriate word choice and sentence fluency.
- ✚ *Edit* – The writer checks for appropriate use of conventions (see definition below).
- ✚ *Final draft* – The writer incorporates all revisions and editing into the final writing piece.
- ✚ *Publish* – The writer decides how to present their writing to other readers.

Six Traits Of Writing - During the writing process, teachers address the six traits of writing through mini lessons and conferring with students. The six traits include:

- ✚ *Idea Development* – The ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.
- ✚ *Organization* – The internal structure of a piece of writing which includes a lead, a beginning-middle-end, a sequencing of events, transitions, and a conclusion.
- ✚ *Voice* – The voice is the heart and soul, and the magic, along with the feeling and conviction of the individual writer coming out through the words.
- ✚ *Word Choice* – The use of rich, colorful, precise language that moves and enlightens the reader.
- ✚ *Sentence Fluency* – The rhythm and flow of the language, the sound of word patterns and sentences, the way in which the writing sounds.
- ✚ *Conventions* – The mechanics correctness of the piece which includes spelling, grammar and usage, paragraphing, capitals and punctuation.



Read Alouds/Close Reading - The Listening and Learning Strand consists of a series of read-alouds organized by topics (called domains), many of which are informational in nature. The goal in the Listening and Learning Strand is for students to acquire language competence through listening and build a rich vocabulary and a broad knowledge in history and science by being exposed to carefully selected and sequenced read-alouds. Reading aloud to students allows them to experience a variety of high quality and challenging texts in different genres. It invites discussion and comments from students, while the teacher models and fosters comprehension of a variety of texts.

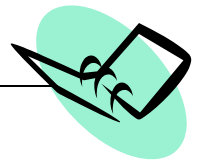
SCIENCE



Scientific Process – Students engage in science by investigating using the scientific process. The scientific process includes:

- ✚ *Question* – What do we want to learn?
- ✚ *Hypothesis* – What do we think will happen?
- ✚ *Materials* – What will we use to prove/disprove our hypothesis?
- ✚ *Procedure* – What steps will we take to prove/disprove our hypothesis?
- ✚ *Results* – Analyze what happened during the procedure.
- ✚ *Conclusion* – The answer to the question which proves/disproves the hypothesis. We answer the question “why?”





PARENT'S GUIDE TO Student Success



2nd GRADE

This guide provides an overview of what your child will learn by the end of 2nd grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the new Common Core State Standards, which have been adopted by more than 40 states. These K-12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 3rd grade.

WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children's success. But standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

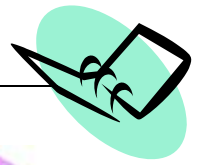
HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing—beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

THIS GUIDE INCLUDES:

- An overview of some of the key things your child will learn in English/literacy and math in 2nd grade.
- Ideas for activities to help your child learn at home.
- Topics of discussion for talking to your child's teacher about his or her academic progress.



English Language Arts & Literacy



Students in 2nd grade will gain more skills in reading, writing, speaking, and listening. They continue to learn and practice rules for matching sounds to letters that make up words, and they learn new concepts – such as words that share the same root (e.g., *add* and *additional*) that help them figure out the meanings of new words. Writing will become an exciting way for your child to use newly learned words and phrases to express ideas. As they write and speak, 2nd graders will be more attentive to the formal and informal uses of English and will spell most words correctly in their writing.

A Sample of What Your Child Will be Working on in 2nd Grade

- Paying close attention to details, including illustrations and graphics, in stories and books to answer *who, what, where, when, why, and how* questions.
- Determining the lesson or moral of stories, fables, and folktales.
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently.
- Writing an opinion about a book he or she has read, using important details from the materials to support that opinion.
- Writing stories that include a short sequence of events and include a clear beginning, middle, and end.
- Participating in shared research projects (e.g., read books on a single topic to produce a report).
- Taking part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic.
- Retelling key information or ideas from media or books read aloud.
- Producing expanding, and rearranging sentences (i.e., “The boy watched the movie”; “The little boy watched the movie”; “The action movie was watched by the little boy”).
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/less)

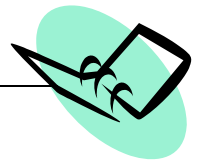
Talking to Your Child’s Teacher

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 2nd grade, these include:

- Reading grade level books and stories with understanding and fluency.
- Building a foundation of knowledge through reading and listening to books in history/social studies, science, and other subjects.

Ask to see a sample of your child’s work. Ask the teacher questions such as is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?



Mathematics

In 2nd grade, your child will build on last year’s work and gain important new skills. One of the most important outcomes for the year is to add and subtract two-digit numbers quickly and accurately (e.g., $77 - 28$). Another important goal in 2nd grade is to understand what the digits mean in a three-digit number such as 463 (namely, 463 is four hundreds, six tens, and three ones). Your child also will build expertise with solving addition and subtraction word problems. Mastering addition and subtraction at the 2nd grade level is important so that your child will not have to review and repeat this material in the 3rd grade, when the study of multiplication, division, and fractions will start.

A Sample of What Your Child Will Be Working on in 2nd Grade

- Solving challenging addition and subtraction word problems with one or two steps (e.g., a “one-step” problem would be: “Lucy has 23 fewer apples than Julie. Julie has 47 apples. How many apples does Lucy have?”)
- Quickly and accurately adding with a sum of 20 or less (e.g., $11 + 8$); quickly and accurately subtracting from a number 20 or less (e.g., $16 - 9$); and knowing all sums of one-digit numbers from memory by the end of the year.
- Understanding what the digits mean in three-digit number (*place a value*).
- Using understanding of place value to add and subtract three-digit numbers .
- $811 - 367$); adding and subtracting two-digit numbers quickly and accurately (e.g., $77 - 28$).
- Measuring and estimating length in standard units.
- Solving addition and subtraction word problems involving length (e.g., “The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?”)
- Building, drawing, and analyzing 2-D and 3-D shapes to develop foundations for area, volume, and geometry in later grades.

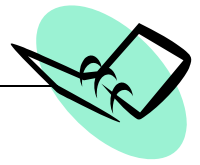
Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 2nd grade, these include:

- Using understanding of place value to add and subtract.
- Solving more challenging addition and subtraction word problems.
- Measuring lengths, and solving word problems involving addition and subtraction of lengths.

Ask to see a sample of your child’s work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Talking to
Your Child’s
Teacher



Help Your Child Learn at Home



Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

Additionally, here are some activities you can do with your child to support learning at home:

ENGLISH LANGUAGE ARTS & LITERACY

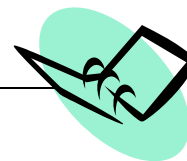
- Read with your child every day and assist your child by reading every other paragraph. Encourage your child to read to younger siblings, cousins, or other children you know. To find recommendations of books for your child to read, visit:
www.corestandards.org/assets/Appendix_B.pdf.
- Have your child write a thank you note or letter to family members or friends.
- Ask your librarian to suggest books about people or places that are important to your child or family that you can read together. Encourage your child to explain what he or she has just read.

MATHEMATICS

Look for “word problems” in real life. Some 2nd grade examples might include:

- When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money he or she needs to buy the item.
- When measuring your child’s height, ask how many inches he or she has grown since the very first measurement.
- Play “draw the shape.” For example, ask your child to draw a hexagon with one side longer than the others, or ask him or her to shade in a quarter of a rectangle.

For more information, the full standards are available at
www.corestandards.org.



SECOND GRADE **CURRICULUM GUIDE**

WHAT YOUR CHILDREN WILL BE TAUGHT IN SECOND GRADE

The purpose of this guide is to provide parents and guardians with an overview of the concepts and skills children will be taught in Language Arts, Mathematics, Social Studies, Science, Health, Technology, Art, Music, and Physical Education throughout the Second Grade school year. The curriculum of the William Floyd School District follows the Common Core Standards adopted by the Department of Education of the State of New York on July 19, 2010. We believe that the partnership between school and home is of vital importance to your child's social, emotional, and academic success. This guide is designed to be a reference for you so that you are aware of what your child is expected to learn and to help you reinforce your child's learning.

LANGUAGE ARTS

Your Second Grade child will participate in a variety of literacy activities, including reader's workshop, guided reading, read alouds, writer's workshop, and shared writing. (Please see [Curriculum Guide Definitions](#).) These activities will develop his/her skills in reading, writing, listening, and speaking.

Reading Standards For Literature

College and Career Readiness Anchor Standards for Reading

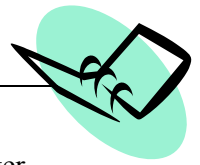
The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements-the CCR provides broad standards, the grade specific standards provide additional specificity-that together defines the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.



5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literacy and informational texts independently and proficiently.

Reading-Grade 2

1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

- Use specific evidence from stories to describe characters and relate sequence of events.
- Make predictions and draw conclusions and inferences about characters.
- Summarize main idea and supporting details from literary text, both orally and in writing.
- Evaluate the content by identifying the author’s purpose; important and unimportant details; whether events, actions, characters and/or setting are realistic.
- Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud.
- Explain the reasons for a character’s actions considering the situation.
- Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts.

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- Use specific evidence from stories to describe characters and relate sequence of events.
- Identify elements of character, plot and setting to understand the author’s message.
- Identify cultural and ethnic features in literary texts.
- Organize text information by using graphic or semantic organizer.
- Summarize main ideas and supporting details from imaginative or informational text both orally and in writing.

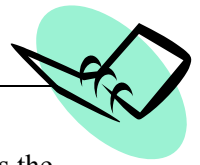
3. Describe how characters in a story respond to major events and challenges.

- Use specific evidence from stories to describe characters and relate sequence of events.
- Explain the reasons for a character’s actions considering the situation.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Identify author’s use of repetition and rhyme.



5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- Use specific evidence from stories to describe characters and relate sequence of events.

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- Use specific evidence from stories to describe characters and relate sequence of events.
- Explain the reasons for a character’s actions considering the situation.
- Compare and contrast similarities and differences among characters and events across stories.

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Recognize the value of illustration in literary texts.
- Use specific evidence from stories to describe characters and relate sequence of events.
- Use knowledge of story structure and story elements to interpret stories.
- Explain the reasons for a character’s actions considering the situation.
- Identify elements of character, plot and setting to understand the author’s message.
- Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts.
- Write in response to reading of imaginative and informational texts.

8. (Not applicable to literature)

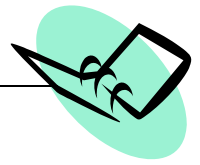
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- Use graphic organizers to record significant details to compare and contrast characters and events in stories.
- Compare characters in literary works.
- Compare and contrast similarities and differences among characters and events across stories.
- Write in response to reading of imaginative and informational texts.

Range of Reading and Level of Text Complexity

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.

- Study antonyms, synonyms and homonyms to learn new grade-level vocabulary.
- Study categories of words (e.g. transportation, sports) to learn grade-level vocabulary.
- Sight read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.
- Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary.
- Read grade-level texts with comprehension and for different purposes.
- Demonstrate comprehension of grade-level text through creative response such as writing, drama, and oral presentation.
- Show an interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, and other imaginative and informational texts.
- Read voluntarily for own purposes and interests.
- Show familiarity with the title and author of grade-level books.

**Responding to Literature****11. Make connections between self, text, and the world around them (text, media, social interaction).**

- Use previous reading and life experiences to understand literature.
- Relate characters in literature to own life.
- Connect personal experiences to new information from school subject areas.
- Connect literary texts to previous life experiences to enhance understanding.
- Compare literary texts and performances to personal experiences and prior knowledge.
- Use personal experiences and knowledge to analyze new ideas.
- Relate data and facts from information texts to prior information and experience.
- Connect words and ideas in books to spoken language vocabulary and background knowledge.

Reading Standards for Informational Text**1. Ask and answer questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.**

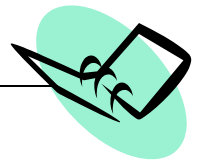
- Read unfamiliar informational texts to collect and interpret data, facts, and ideas.
- Locate information in a text that is need to solve a problem.
- Use graphic organizers to record significant details from informational texts.
- Support explanations with evidence from text.
- Acquire information and/or understand procedures.
- Identify essential details.
- Collect information.
- Organize text information by using graphic or semantic organizers.
- Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts.
- Write in response to reading of imaginative and informational texts.

2. Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.

- Identify main ideas and supporting details in informational texts.
- Identify a conclusion that summarizes the main idea.
- Acquire information and/or understand procedures.
- Identify main idea and supporting details.
- Summarize main ideas and supporting details from imaginative or informational text both orally and in writing.
- Write in response to reading of imaginative and informational texts.

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- Read and understand written directions.
- Support explanations with evidence from text.
- Identify essential details.
- Identify a sequence of steps given.
- Compare and contrast similarities and differences in information from more than one informational text.
- Write in response to reading of imaginative and informational texts.

**Craft and Structure**

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

- Use comprehension strategies to monitor own reading (e.g. predict/confirm, reread, self-correct) to clarify meaning of text.
- Learn new words indirectly from reading books and other print sources.

5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- Recognize and use organizational text features, such as page number and chapter headings/subheadings to locate information.

6. Identify the main purpose of a text, including what the author wants to answer, explain or describe.

- Evaluate the content by identifying: the author's purpose, important and unimportant details, whether events, actions, characters and/or setting are realistic.
- Acquire information and/or understand procedures.

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

- Read unfamiliar informational texts to collect and interpret data, facts, and ideas.
- Identify and interpret facts taken from maps, graphs, charts, and other visuals.
- Discuss the impact of illustrations and titles in evaluating ideas, information and experiences.
- Comprehend and interpret information from a variety of graphic displays including diagrams, charts and graphs.

8. Describe how reasons support specific points the author makes in a text.

- Read unfamiliar informational texts to collect and interpret data, facts, and ideas.
- Acquire information and/or understand procedures.
- Identify essential details.

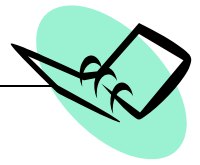
9. Compare and contrast the most important points presented by two texts on the same topic.

- Compare and contrast information on one topic from two different sources.

Range of Reading and Level of Text Complexity

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.

- Study antonyms, synonyms and homonyms to learn new grade-level vocabulary.
- Sight read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.
- Study categories of words (e.g. transportation, sports) to learn grade level vocabulary.
- Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary.
- Read grade-level texts with comprehension and for different purposes.
- Demonstrate comprehension of grade-level text through creative response such as writing, drama, and oral presentation.
- Show an interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, and other imaginative and informational texts.
- Read voluntarily for own purposes and interests.



- Show familiarity with the title and author of grade-level books.

Reading Standards: Foundational Skills

Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.

- Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words (e.g., give the known word boat, read coat, goat, moat).
 - Sight read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.
- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - Blend sounds using knowledge of letter-sound correspondences in order to decode, multisyllabic grade-level words.
 - d. Decode words with common prefixes and suffixes.
 - Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds).
 - Study root words, prefixes, suffixes, etc.
 - e. Identify words with inconsistent but common spelling-sound correspondence.
 - f. Recognize and read grade-appropriate irregularly spelled words.

2. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
 - Read grade-level texts with comprehension and for different purposes.
 - Demonstrate comprehension of grade-level text through creative response such as writing, drama, and oral presentation.
 - Show an interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, and other imaginative and informational texts.
- b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Sight-read automatically grade-level, common, high-frequency words.
 - Sight read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - Check accuracy of decoding using context to monitor and self correct.
 - Use comprehension strategies to monitor own reading (e.g. predict/confirm, reread, self-correct) to clarify meaning of text.

Writing and Standards

College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements-the CCR provides broad standards, the grade specific standards provide additional specificity-that together defines the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing-Grade 2

Text Types and Purposes

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.

- Express opinions and make judgments that demonstrate a personal point of view.
- Analyze and evaluate the author’s use of plot and characters in written and visual text.
- Form a personal opinion about the quality of texts read aloud, on a basis of criteria, such as characters and plot.
- Form an opinion about messages and advertisements, on the basis of language used.
- Express an opinion or judgment about a character and plot in a variety of works.
- Support point of view with text information.

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.

- Read unfamiliar informational texts to collect and interpret data, facts, and ideas.
- Use two sources of information in writing a report.
- State a main idea and support it with facts.
- Use organizational patterns, such as time/order, for expository writing.
- Support explanations with evidence from text.
- Use effective vocabulary in expository writing.



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.

- Develop original literary texts that create characters, simple plot, and setting; use rhythm and rhyme to create short poems and songs.
- Use descriptive language.
- Create imaginative stories and personal narratives that show development and organization, with assistance.
- Use resources such as personal experiences to stimulate own writing.
- Write original text using the writing process (e.g. prewriting, drafting, revising, proofreading, editing).
- Begin to convey personal voice in writing.

Production and Distribution of Writing

4. (Begins in Grade 3)

5. With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing.

- Revise writing by adding descriptive details and strengthen writing as needed.
- Edit writing using conventions of appropriate capitalization, punctuation and spelling.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Use a computer to create, research and interpret literary texts.
- Share writing with others.

Research to Build and Present Knowledge

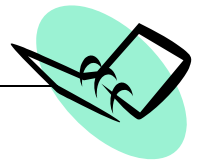
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- Select books to meet informational needs.
- Engage in purposeful oral reading in small and large groups.
- Role play to communicate an interpretation of real or imaginary people or events.
- Produce clear, well organized, short reports to demonstrate understanding of a topic.
- Summarize main ideas and supporting details from imaginative or informational text both orally and in writing.
- Demonstrate comprehension of grade-level text through creative response such as writing, drama, and oral presentation.

8. (Begins in Grade 4)

9. Recall information from experience or gather information from provided sources to answer a question.

- Locate information in a text that is needed to solve a problem.
- Summarize main ideas and supporting details from imaginative or informational text both orally and in writing.
- Demonstrate comprehension of grade-level text through creative response such as writing, drama, and oral presentation.



Range of Writing

10. (Begins in Grade 3)

11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

- Write voluntarily to communicate for different purposes.
- Share writing with others.

Speaking and Listening Standards

College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements-the CCR provides broad standards, the grade specific standards provide additional specificity-that together defines the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

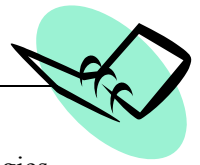
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening-Grade 2

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- Provide simple directions.
- Express an opinion.
- Summarize.
- Provide a sequence of steps.
- Describe a problem and suggest a solution.
- Ask and respond to questions.
- Role play to communicate an interpretation of real or imaginary people or events.
- Participate in group discussions.
- Speak in response to the reading of imaginative or informational texts.



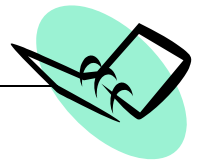
- Lead or participate in discussions about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, and summarize information).
- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Take turns speaking in a group.
 - Avoid interrupting in social conversations.
 - Participate in group discussions.
 - Take turns in conversation and respond respectfully when speaking in a group.
 - Listen attentively to spoken language, including grade-level books read aloud.
 - Listen attentively for different purposes.
 - Listen respectfully without interrupting when others speak.
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask and respond to questions.
 - Offer feedback to others during conversation.
 - Participate in group discussions.
 - Take turns in conversation and respond respectfully when speaking in a group.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
 - Ask questions.
 - Ask questions to clarify literary texts and performances.
 - Ask and respond to questions.
 - Ask questions when listening to or reading texts.
 - Lead or participate in discussions about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, and summarize information).
- d. Seek to understand and communicate with individuals from different cultural backgrounds.
 - Respect the age, gender, social position, and culture of the speaker.
 - Lead or participate in discussions about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, and summarize information).

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Take notes to record facts following teacher directions.
- Acquire information and/or understand procedures.
- Identify essential details.
- Identify a sequence of steps given.
- Identify main idea and supporting details.
- Present a short oral report, using at least once source of information, such as a person, book, magazine article, television program or electronic text.

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.

- Ask questions.
- Ask questions to clarify literary texts and performances.
- Ask and respond to questions.
- Ask questions when listening to or reading texts.
- Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts.



Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- Identify essential details.
- Present original works, such as stories, poems and plays, to classmates.

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.

- Present original works, such as stories, poems and plays, to classmates.

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- Use complete sentences, using age- and content appropriate vocabulary.
- Use complete sentences, correct verb tense, age appropriate vocabulary and logical order in oral presentations.

Language

College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements-the CCR provides broad standards, the grade specific standards provide additional specificity-that together defines the skills and understandings that all students must demonstrate.

Conventions of Standard English

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

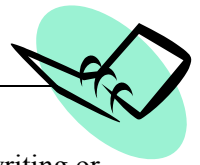
Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Conventions of Standard English-Grade 2



1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

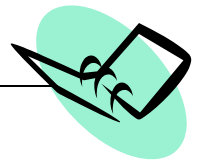
- Use conventional grammar in own speech.
- a. Use collective nouns (e.g., group).
 - Use in writing simple compound sentences:
 - correct tense of regular/irregular verbs
 - subject - verb agreement
 - varied vocabulary and sentence structure
 - various parts of speech, including personal pronouns
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - Use in writing simple compound sentences:
 - correct tense of regular/irregular verbs
 - subject - verb agreement
 - varied vocabulary and sentence structure
 - various parts of speech, including personal pronouns
- c. Use reflexive pronouns (e.g., myself, ourselves).
 - Use in writing simple compound sentences:
 - correct tense of regular/irregular verbs
 - subject - verb agreement
 - varied vocabulary and sentence structure
 - various parts of speech, including personal pronouns
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - Use in writing simple compound sentences:
 - correct tense of regular/irregular verbs
 - subject - verb agreement
 - varied vocabulary and sentence structure
 - various parts of speech, including personal pronouns
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

Core Performance Indicator

- Use in writing simple compound sentences:
 - correct tense of regular/irregular verbs
 - subject - verb agreement
 - varied vocabulary and sentence structure
 - various parts of speech, including personal pronouns
- f. Produce, expand, and 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).
 - Use in writing simple compound sentences:
 - correct tense of regular/irregular verbs
 - subject - verb agreement
 - varied vocabulary and sentence structure
 - various parts of speech, including personal pronouns

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Spell correctly previously studied words (e.g. grade - level multisyllabic decodable words, irregularly spelled content high frequency words) in writing.
- Represent all the sounds in a word when spelling independently.
- Use capitalization, *and* spelling rules to produce final products.
- a. Capitalize holidays, product names, and geographic names.
 - Use capitalization, *and spelling rules* to produce final products.



- b. Use commas in greetings and closings of letters.
- Use basic punctuation correctly, such as:
 - commas in a series, in simple/compound sentences, and in friendly letters
 - periods, exclamation points and question marks
 - apostrophes for contractions and singular possessives
 - quotation marks for titles and simple dialogue
- c. Use an apostrophe to form contractions and frequently occurring possessives
- Use basic punctuation correctly, such as:
 - commas in a series, in simple/compound sentences, and in friendly letters
 - periods, exclamation points and question marks
 - apostrophes for contractions and singular possessives
 - quotation marks for titles and simple dialogue
- d. Generalize learned spelling patterns when writing words (e.g., cage →badge; boy→boil).
- Use spelling patterns (e.g., word families) in writing.
 - Use *capitalization*, and spelling rules to produce final products.
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly.

Knowledge of Language

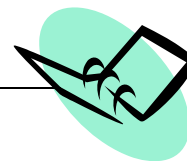
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.
- Vary the formality of language depending on the purpose of writing (e.g. friendly letter, report).

Vocabulary Acquisition and Use

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.

- Use comprehension strategies to monitor own reading (e.g. predict/confirm, reread, self-correct) to clarify meaning of text.
 - Learn new words indirectly from reading books and other print sources.
 - Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade level vocabulary.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- Learn new words indirectly from reading books and other print sources.
- 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*).
- Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade level vocabulary.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Study root words, *prefixes*, *suffixes*, *verb endings*, *plural nouns*, *contractions*, and *compound words* to learn new grade level vocabulary.
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*, *bookshelf*, *notebook*, and *bookmark*).
- Study *root words*, *prefixes*, *suffixes*, *verb endings*, *plural nouns*, *contractions*, and *compound words* to learn new grade level vocabulary.



e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- Use a dictionary to learn the meaning of words.

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 (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*).

MATH

Students will learn mathematics and are encouraged to reason mathematically, develop problem-solving strategies, and represent their thinking using models, diagrams, and graphs. They represent, explain, and justify their thinking, using mathematical tools and appropriate technology. The investigations allow significant time for students to think about the problems and to model, draw, write, and talk with peers and the teacher about their mathematical thinking.

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- 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.

Add and subtract within 20.

- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

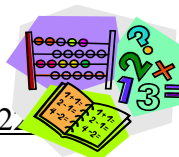
Work with equal groups of objects to gain foundations for multiplication.

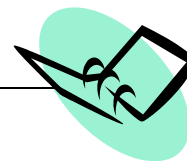
- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and operations in Base Ten

Understand place value.

- 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. Understand the following as special cases:
 - 100 can be thought of as a bundle of ten tens – called a “hundred.”
 - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.





Use place value understanding and properties of operations to add and subtract.

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 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.

Measurement and Data

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.

Relate addition and subtraction to length.

- 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.

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

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.

Geometry

Reason with shapes and their attributes.

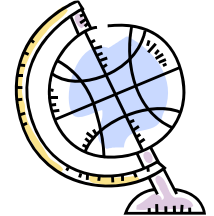
- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.



- 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.

SOCIAL STUDIES

Children learn about the rights and responsibilities of citizenship in their communities. Children explore rural, urban, and suburban communities, concentrating on communities in the United States. Children continue to learn how to locate places on maps and globes, and how different communities are influenced by geographic and environmental factors.



Citizenship/Civic Life and Values

- Respects and understands the significance of displaying the American Flag.
- Understands urban, rural, and suburban communities celebrate various holidays.
- Understands people may have conflicts over rules, rights and responsibilities.
- Participates in problem solving, decision making and conflict resolution.

Government

- Recognizes that governments are formed to develop rules and laws to govern and protect people.
- Understands local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.

Places and Regions

- Understands rural, urban, suburban communities differ in events, people, and traditions.
- Locates rural, urban suburban places on maps or globes.

Economic System

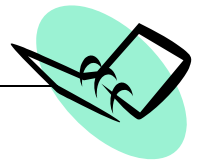
- Understands communities collect taxes to provide services for the public.
- Understands communities provide facilities and services to help meet the needs and wants of the people.
- Understands that people make decisions on how to spend taxes collected.
- Understands roles and responsibilities of community members and communities change over time.

SCIENCE

Physical Setting

- Understands matter takes up space, has mass, and can be solid, liquid or gas.
- Uses senses to observe the properties of matter: color, odor, sound, weight...
- Measures using standard or metric measurement.
- Sorts objects according to properties to classify.
- Understands energy takes many forms: heat, electric, chemical, mechanical...
- Experiments using simple machines to observe how energy changes: pulleys, levers, inclined planes...
- Recognizes the force of magnetism on objects decreases as distance increases.
- Understands that energy and matter interact.





Living Environment

- Understands animals need air, water, and food in order to live and thrive.
- Recognizes plants need air, water, nutrients and light in order to live and thrive.
- Understands that non-living things can be created, occur naturally and do not live and thrive.
- Understands some traits of living things are inherited: eye color, color of flowers...
- Observes that plants and animals closely resemble their parents.
- Recognizes plants and animals have different features that serve special functions and have different ways to adapt in growth, survival...
- Understands plants and animals have life cycles, stages of development, and a life span.
- Understands that food supplies the energy needed for growth and repair.
- Recognizes all living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
- Understands plants respond to change in their environment.
- Recognizes an animal's pattern of behavior depends on the environment.
- Understands the food chain consists of plants (producers), predators, and prey.
- Understands that decomposers are living things that recycle nutrients.
- Understands that plants manufacture food by using air, water, and energy from the sun which is then transferred to animals through the food chain.
- Recognizes that heat energy from the sun powers the water cycle.

ART

Continue developing essential learning skills in art and creativity in artistic expression.

- Learns to recognize overlapping.
- Draws and recognizes various lines and shapes.
- Uses line to outline shapes.
- Uses lines or shapes to create patterns.
- Learns paper weaving, folding and curling.



MUSIC

Continues to develop essential learning skills through singing, listening, movement and performance.

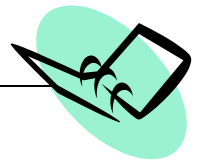
- Learns to extend singing range.
- Listens for basic instrument identification.
- Performs and sings simple rhythm patterns.
- Engages in simple (one formation) folk dances.



PHYSICAL EDUCATION

- Demonstrates knowledge and understanding of safety and rules.
- Develops fundamental motor skills and movement concepts.
- Develops fundamental body and spatial awareness.
- Develops awareness of basic social and cooperative skills.





Character Education



Character Education fosters the development of responsible and Caring young people by modeling and teaching good Character through emphasis on universal values that we all share.

The goal of character education is to develop students socially, ethically, and academically by incorporating character development into every aspect of the school culture and curriculum. Students work to develop good character, which includes knowing, caring about, and acting upon core ethical

values such as: responsibility, respect, honesty, compassion, perseverance, acceptance, forgiveness, and humility.

Responsibility – Students are accountable in their speaking and their actions. They develop a sense of duty to complete tasks with reliability, dependability and commitment.

Respect – Students show a high regard for authority, other people, self, and their country. Students treat others as they would want to be treated. They understand that all people have value as human beings.

Honesty – Students tell the truth, admit wrong doing, are trustworthy and act with integrity.

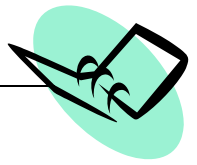
Compassion – Students show an understanding and care for others by treating them with kindness, generosity, and a forgiving spirit.

Perseverance – Students pursue goals with determination and patience.

Acceptance - Students keep an open and understanding attitude toward others and accept differences.

Forgiveness – Students learn to resolve resentments towards each other and show a willingness to forgive.

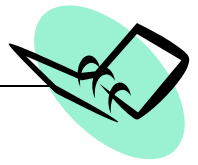
Humility – Students learn to be humble and keep a modest opinion of their own accomplishments.



Appendix

Second Grade Word Lists	<u>Pg. 28</u>
Reading Lists- Grade Two	<u>Pg. 29</u>
Language Arts Performance Levels- Grade Two	<u>Pg. 32</u>
Internet Resources for Students	<u>Pg. 36</u>





Second Grade Word List

WORDS 101-125

over
new
sound
take
only
little
work
know
place
year
live
me
back
give
most
very
after
thing
our
just
name
good
sentence
man
think

WORDS 126 -150

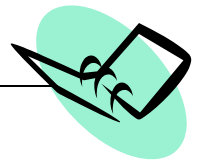
say
great
where
help
through
much
before
line
right
too
mean
old
any
same
tell
boy
follow
came
want
show
also
around
form
three
small

WORDS 151-175

set
put
end
does
another
well
large
must
big
even
such
because
turn
here
why
ask
went
men
read
need
land
different
home
us
move

WORDS 176–200

try
kind
hand
picture
again
change
off
play
spell
air
away
animal
house
point
page
letter
mother
answer
found
study
still
learn
should
America
world



Grade 2

Any available unabridged edition of a title is acceptable.

The Ballot Box Battle, by Emily Arnold McCully (Alfred A. Knopf, 1996)

Freedom on the Menu: The Greensboro Sit-Ins, by Carole Boston Weatherford (Puffin Books, 2005)

Harvesting Hope: The Story of Cesar Chavez, by Kathleen Krull (Harcourt, Inc., 2003)

Mary McLeod Bethune, by Eloise Greenfield (HarperCollins, 1977)

A Picture Book of Eleanor Roosevelt, by David A. Adler (Holiday House, 1991)

A Picture Book of Martin Luther King, Jr., by David A. Adler (Holiday House, 1990)

A Picture Book of Rosa Parks, by David A. Adler (Holiday House, 1993)

The Story of Ruby Bridges, by Robert Coles (Scholastic, Inc., 1995)

Susan B. Anthony: Fighter for Freedom and Equality, by Suzanne Slade (Picture Window Books, 2007)

Teammates, by Peter Golenbock (Voyager Books, 1990)

When Marian Sang, by Pam Munoz Ryan (Scholastic Press, 2002)

Amazing Grace, by Mary Hoffman (Dial Books for Young Readers, 1991)

Amelia and Eleanor Go for a Ride, by Pam Munoz Ryan (Scholastic Inc., 1999)

America: A Patriotic Primer, by Lynne Cheney (Simon and Schuster Books for Young Readers, 2002)

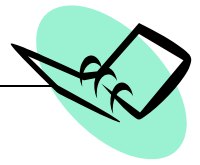
The Bill of Rights, by Michael Burgan (Compass Point Books, 2002)

Cesar Chavez, by Lucille Davis (Capstone Press, 1998)

Civil Rights Leaders, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002)

Eleanor, by Barbara Cooney (Puffin; 1st Scholastic edition, 1999)

Elizabeth Leads the Way (Elizabeth Cady Stanton and the Right to Vote), by Tanya Lee Stone (Henry Holt and Company LLC., 2008)



Grade 2

Any available unabridged edition of a title is acceptable.

Freedom Summer, by Deborah Wiles (Atheneum Books for Young Readers, 2001)

Heroes for Civil Rights, by David A. Adler (Holiday House, 2008)

I Am Rosa Parks, by Rosa Parks (Puffin, 1999)

I Have a Dream, Too!, by Jean Alicia Elster (Judson Press, 2002)

If A Bus Could Talk, by Faith Ringgold (Aladdin Paperbacks, 2003)

If You Lived When Women Won Their Rights, by Anne Kamma (Scholastic Inc., 2006)

Jackie Robinson and the Story of All-Black Baseball, by Jim O'Connor (Random House, 1989)

Learning About Justice from the Life of Cesar Chavez, by Jueanne Strazzabosco (The Rosen Publishing Group., Inc., 1996)

March On! The Day My Brother Martin Changed the World, by Christine King Farris (Scholastic, Inc., 2008)

Martin Luther King, Jr. and His Birthday, by Jacqueline Woodson (Silver Press, 1990)

Martin's Big Words: The Life of Dr. Martin Luther King, Jr., by Doreen Rappaport (Jump at the Sun/Hyperion Books for Children, 2001)

Mary McLeod Bethune: A Great Teacher, by Patricia and Frederick McKissack (Enslow Publishers, Inc., 2001)

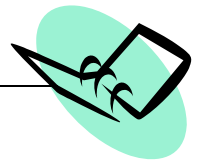
Mary McLeod Bethune: A Life of Resourcefulness, by Kristin Sterling (Lerner Publications Company, 2008)

Mary McLeod Bethune, by Margo McLoone (Capstone Press, 1997)

A More Perfect Union: The Story of Our Constitution, by Betsy Maestro and Giulio Maestro (HarperCollins Publishers, 1987)

My Brother Martin, by Christine King Farris (Aladdin, 2005)

The Other Side, by Jacqueline Woodson (J. P. Putnam's Sons, 2001)



Grade 2

Any available unabridged edition of a title is acceptable.

Richard Wright and the Library Card, by William Miller (Lee & Low Books, Inc., 1997)

Rosa, by Nikki Giovanni (Square Fish, 2005)

Rosa Parks (A Trophy Chapter Book), by Eloise Greenfield (HarperTrophy, 1995)

Rosa Parks: Don't Give In!, by Cathy East Dubowski (Bearport Publishing Company, Inc., 2006)

Susan B. Anthony, by Lucia Raatma (Compass Point Books, 2001)

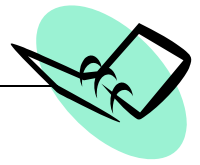
A Sweet Smell of Roses, by Angela Johnson (Simon & Schuster Books for Young Readers, 2005)

Women Work for Change, by Susan E. Goodman (National Geographic Society, 2006)

50 American Heroes Every Kid Should Meet, by Dennis Denenberg (Millbrook Press, 2006)

The Civil Rights Movement for Kids, by Mary C. Turck (Chicago Review Press Inc., 2000)





LANGUAGE ARTS PERFORMANCE LEVELS - *Grade Two*

Reading

Strong Reader

- reads and comprehends advanced text
- chooses reading as an independent activity for pleasure and information
- uses wide range of strategies to deal with difficult text
- consistently uses higher level thinking strategies (i.e. inferences, drawing conclusions, cause/effect)
- demonstrates an advanced sight vocabulary
- reads for the purpose of collecting and using data independently
- reads to evaluate and analyze independently
- responds to literature and relates to personal experience
- reads silently for sustained periods
- reads and discusses various forms of social material independently



Capable Reader

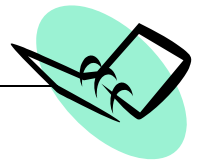
- reads and comprehends text appropriate for grade level
- selects and reads text independently
- begins to use higher level thinking strategies (i.e. inferences, drawing conclusions, cause/effect)
- applies a variety of strategies (i.e. picture, context, word attack)
- demonstrates an expanded sight vocabulary
- reads for the purpose of collecting and using data
- reads to evaluate and analyze
- responds to literature
- reads silently for sustained periods
- reads and discusses various forms of social material

Developing Reader

- reads and comprehends familiar and simple text
- shows an interest in reading
- begins to apply reading strategies (i.e. picture, context, word attack)
- retells stories sequentially
- demonstrates a basic sight vocabulary
- begins to read for the purpose of collecting and using data
- begins to read to evaluate and analyze
- begins to read silently for sustained periods
- begins to read and discuss various forms of social material

Emergent Reader

- relies on having teacher read aloud for comprehension
- tracks print from left to right and top to bottom
- identifies alphabet letters, letter sounds, and rhyming words
- relies on pictures for making meaning



- begins to develop sight vocabulary
- begins to read for the purpose of collecting and using data with teacher support
- begins to read to evaluate and analyze with teacher support
- begins to read silently
- begins to read and discuss various forms of social material with teacher support

Writing

Strong Writer

- expresses ideas in a well-developed and organized manner
- independently engages in all aspects of the writing process (planning, drafting, revising, editing, publishing)
- chooses writing as an independent activity
- uses techniques to engage the reader
- demonstrates originality
- uses written language to acquire, interpret, apply, and transmit information independently
- uses written language to present opinions and judgments from different points of view independently
- uses a variety of writing forms (i.e. poetry, fiction, non-fiction)
- uses written forms of social communication independently
- uses clear sentence sense and variety
- uses rich and varied vocabulary
- applies knowledge of mechanics (punctuation, capitalization, spelling)

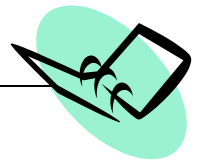


Capable Writer

- expresses ideas in an organized manner
- engages in all aspects of the writing process (planning, drafting, revising, editing, publishing)
- begins to use techniques to engage the reader
- uses written language to acquire, interpret, apply and transmit information
- uses written language to present opinions and judgments from different points of view
- begins to write in a variety of forms (i.e. poetry, fiction, non-fiction)
- uses written forms of social communication
- demonstrates sentence variety
- uses varied vocabulary
- frequently applies knowledge of mechanics (punctuation, capitalization, spelling)

Developing Writer

- shows evidence of organizational plan but may lose focus
- begins to engage in all aspects of the writing process (planning, drafting, revising, editing, publishing)
- begins to use written language to acquire, interpret, apply and transmit information
- begins to use written language to present opinions and judgments from different points of view
- begins to write in a variety of forms (i.e. poetry, fiction, non-fiction) with teacher support



- begins to use written forms of social communication
- uses simple or repetitive sentences, may include fragments and/or run-ons
- uses a basic vocabulary
- begins to apply knowledge of mechanics (punctuation, capitalization, conventional spelling)

Emergent Writer

- shows an inconsistent organizational plan
- begins to engage in all aspects of the writing process with teacher support (planning, drafting, revising, editing, publishing)
- writes and reads back own writing
- begins to use written language to acquire, interpret, apply and transmit information with teacher support
- begins to use written language to present opinions and judgments from different points of view with teacher support
- begins to use written forms of social communication with teacher support
- shows sentence sense
- uses limited vocabulary
- uses developmental and conventional spelling
- makes errors in mechanics which interfere with communication

Listening

Strong Listener

- consistently analyzes and evaluates complex material from speaker
- follows and correctly interprets complex directions
- listens for the purpose of collecting data from various sources
- consistently listens and responds to social communication appropriately

Capable Listener

- analyzes and evaluates material from speaker
- follows multi-step directions
- is usually attentive to speaker and discussions
- listens and responds to social communication appropriately

Developing Listener

- relies on repetition to get information
- has difficulty following simple direction
- has a limited attention span
- is often inattentive
- has difficulty listening and responding to social communications appropriately

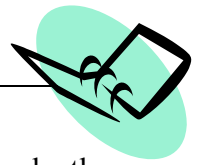


Speaking

Strong Speaker

- makes meaningful contributions during class activities
- speaks clearly and with expression
- responds to questions with clarity and insight
- is a confident speaker in classroom discussions





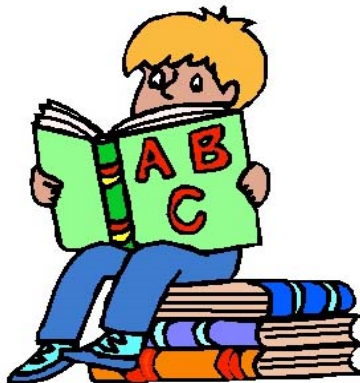
- uses oral language to critique, interpret, apply and transmit information independently

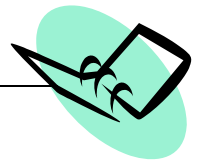
Capable Speaker

- takes part in class discussions and stays on topic
- speaks clearly with adequate volume
- responds to questions with complete sentences
- responds appropriately in class activities
- uses oral language to critique, interpret, apply and transmit information

Developing Speaker

- may be reluctant to participate in class discussions
- needs to work on speaking skills (volume and clarity)
- rarely uses oral language to critique, interpret, apply and transmit information





Internet Resources for Students

William Floyd School District: www.wfsd.k12.ny.us

Step 1: Go to Resources

Step 2: Go to Student

Step 3: Select from enVisions Math, Research HW Tools, Thinkfinity

New York State Education Department: www.nysed.gov

Common Core Standards: www.corestandards.org

