

Curriculum Standards

Second Grade

Reading Standards

- 2R1: Ask and answer questions to demonstrate an understanding of key ideas and details in a text.
- 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
- 2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events.
- 2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.
- 2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
- 2R6: Identify examples of how illustrations and details support the point of view or purpose of the text.
- 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
- 2R8: Explain how specific points the author makes in a text are supported by relevant reasons.
- 2R9: Identify genres and make connections between self, text, and the world

Foundational Skills

- 2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
 - 2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - 2RF3b: Decode short and long vowel sounds in two-syllable words (for example, peanut, sailboat, sunshine, and invite).
 - 2RF3c: Decode regularly spelled two-syllable words.
 - 2RF3d: Recognize and identify root words and common prefixes (e.g. re, reread, un, undo, hop, hopping).
 - 2RF3e: Read all common high-frequency words by sight.

- 2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.
 - 2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - 2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing Standards

- 2W1: Write an opinion to support claim(s), using clear reasons and relevant evidence.
- 2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, and provide a concluding statement or section.
- 2W3: 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.
- 2W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience.
- 2W5: Begins in Grade 4
- 2W6: Ask questions and participate in shared research to answer questions and to build knowledge.
- 2W7: Recall relevant information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- 2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
 - 2LS1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.
 - 2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
 - 2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.
- 2SL2: Recount or describe key ideas or details of diverse texts and formats.
- 2SL3: Ask and answer questions about what a speaker says; agree or disagree with the speaker's point of view.
- 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 2SL5: Include digital media and/or visual displays in presentations to clarify ideas, thoughts, and feelings.
- 2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.

Language Standards

Please note: Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills by the end of Grade 2. The → is included to indicate skills that connect and progress across the band.

Standard 2L1

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

Core Conventions Skills for Grades Pre-kindergarten to Grade 2:

- Print upper- and lowercase letters in their name
 - Print many upper- and lowercase letters
 - Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs (orally)
 - Use frequently occurring nouns and verbs.
 - Use common, proper, and possessive nouns.
 - Use collective nouns (e.g. group).
- Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
- Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions orally (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives.
- Use adjectives or adverbs appropriately
- Use frequently occurring conjunctions (e.g., and, but, or, so because).
- Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

Standard 2L2

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

Core Punctuation and Spelling Skills for Pre-Kindergarten to Grade 2:

- Capitalize the first letter of their name
 - Capitalize dates and names of people
 - Capitalize the first word in a sentence and the pronoun I.
 - Capitalize names, places, and holidays
- Attempt to write symbols or letters to represent words.
- Recognize and name end punctuation.
 - Use end punctuation for sentences
- Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
 - Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Use commas in dates and to separate single words in a series.
 - Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Consult reference materials as needed to check and correct spellings

Standard 2L3

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

- 2L3a: Compare formal and informal uses of English

Standard 2L4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

- 2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.
- 2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

- 2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- 2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

Standard 2L5

Demonstrate understanding of word relationships and nuances in word meanings.

- 2L5a: Identify real-life connections between words and their use.
- 2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods -spicy or juicy).
- 2L5c: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Standard 2L6

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 Standards

- Represent and solve problems involving addition and subtraction.
 - 2.OA.A.1
 - 1a. Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.
 - 1b. Use addition and subtraction within 100 to develop an understanding of solving two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.
- Add and Subtract within 20.
 - 2.OA.B.2
 - 2a. Fluently add and subtract within 20 using mental strategies. Strategies could include: making ten; decomposing a number leading

- to a ten; using the relationship between addition and subtraction; creating equivalent but easier or known sums; and counting on.
 - 2b. Know from memory all sums within 20 of two one-digit numbers.
- Work with equal groups of objects to gain foundations for multiplication.
 - 2.OA.C.3
 - 3a. Determine whether a group of objects (up to 20) has an odd or even number of members. eg., by pairing objects or counting them by 2s.
 - 3b. Write an equation to express an even number as a sum of two equal addends.
 - 2.OA.C.4 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends
- Understand place value.
 - 2.NBT. A.1 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. e.g. 706 equals 7 hundreds, 0 tens, and 6 ones.
 - 2.NBT. A.1a. Understand 100 can be thought of as a bundle of ten tens, called a "hundred."
 - 2.NBT. A. 1b. Understand 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).
 - 2.NBT. A.2 2. Count within 1000; skip-count by 5s, 10s, and 100s.
 - 2.NBT. A.3 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. e.g., expanded form: $237 = 200 + 30 + 7$
 - 2.NBT. A.4 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- Use place value understanding and properties of operations to add and subtract.
 - 2.NBT. B.5 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
 - Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies
 - 2.NBT. B.6 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
 - 2.NBT. B.7
 - 7a. 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 representation.
 - 7b. Understand that in adding or subtracting up to 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.

- Notes:
 - Fluency not expected until grade three.
 - A written representation is any way of representing a strategy using pictures or numbers.
- 2.NBT. B.8 8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- 2.NBT. B.9 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.
 - Note: Explanations may be supported by drawings or objects.
- Measure and estimate lengths in standard units.
 - 2.MD.A.1 1. Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
 - 2.MD.A.2 2. Measure the length of an object twice, using different “length units” for the two measurements; describe how the two measurements relate to the size of the unit chosen.
 - 2.MD.A.3 3. Estimate lengths using units of inches, feet, centimeters, and meters.
 - 2.MD.A.4 4. 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.
 - 2.MD.B.5 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
 - 2.MD.B.6 6. Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.
- Work with time and money.
 - 2.MD.C.7 7. Tell and write time from analog and digital clocks in five minute increments, using a.m. and p.m. Develop an understanding of common terms, such as, but not limited to, quarter past, half past, and quarter to.
 - 2.MD.C.8
 - 8a. Count a mixed collection of coins whose sum is less than or equal to one dollar.
 - 8b. Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbols appropriately. e.g., If you have 2 dimes and 3 pennies, how many cents do you have?
 - Note: Students are not introduced to decimals, and therefore the dollar symbol, until Grade 4.
- Represent and interpret data.

- 2.MD.D.9 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Present the measurement data in a line plot, where the horizontal scale is marked off in whole-number units.
- 2.MD.D.10 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a picture graph or a bar graph.
- Reason with shapes and their attributes.
 - 2.G.A.1 1. Classify two-dimensional figures as polygons or non-polygons.
 - 2.G.A.2 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
 - 2.G.A.3 3. 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. 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 Standards

Grade 2: My Community and Other Communities

“My Community and Other Communities” is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies, and may be presented in any order. Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

- 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
 - 2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.
 - 2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.
 - 2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

- 2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.
- 2.2 People share similarities and differences with others in their own community and with other communities.
 - 2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.
 - 2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.
- 2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
 - 2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.
 - 2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules/laws.
 - 2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, nation.
 - 2.3d Symbols of American democracy serve to unite community members.
- 2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership/service.
 - 2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.
 - 2.4b Communities have leaders who are responsible for making laws and enforcing laws.
 - 2.4c Citizens provide service to their community in a variety of ways.
- 2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
 - 2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary.
 - 2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.
 - 2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.
 - 2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.
- 2.6 Identifying continuities and changes over time can help understand historical developments.
 - 2.6a Continuities and changes over time in communities can be described using historical thinking, vocab., and tools such as timelines.
 - 2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.

- 2.7 Cause-and-effect relationships help us recount events and understand historical development.
 - 2.7a Cause-and-effect relationships help us to understand the changes in communities.
- 2.8 Communities face different challenges in meeting their needs and wants.
 - 2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.
 - 2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.
 - 2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.
 - 2.8d Taxes are collected to provide communities with goods and services
- 2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.
 - 2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.
 - 2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.
 - 2.9c At times, neighboring communities share resources and workers to support multiple communities.

Science Standards

Structure and Properties of Matter

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

Interdependent Relationships in Ecosystems

- Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Develop a simple model that mimics the function of an animal dispersing seeds or pollinating plants.

- Make observations of plants and animals to compare the diversity of life in different habitats

Earth's Systems: Processes that Shape the Earth

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Engineering Design

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.