

William Floyd School District



**Parent/Teacher
Curriculum
Handbook**

Second Grade





MESSAGE FROM THE SUPERINTENDENT

Dear Parents and Guardians,

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 in life.

Sincerely,

Kevin M. Coster
Superintendent of Schools

**William Floyd
School District**

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Mastic Beach, NY 11951

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Parent's Guide to Success

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 York 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

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.

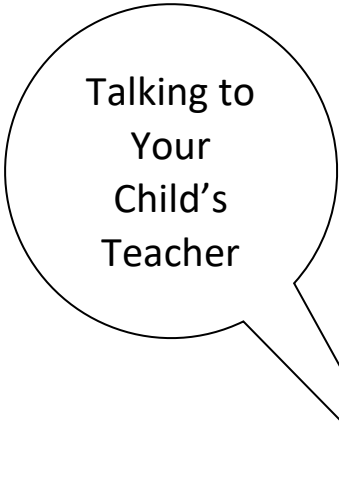
Participating in shared research projects (e.g., read books on a single topic to produce a report).

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/ful/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

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 Kindergarten school year. The curriculum of the William Floyd School District follows New York State Next Generation Learning Standards adopted by the Department of Education of the State of New York on May 2, 2017. 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.

Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers</p> <ul style="list-style-type: none"> ● think, write, speak, and listen to understand ● read often and widely from a range of global and diverse texts ● read for multiple purposes, including for learning and for pleasure ● self-select texts based on interest ● persevere through challenging, complex texts ● enrich personal language, background knowledge, and vocabulary through reading and communicating with others ● monitor comprehension and apply reading strategies flexibly ● make connections (to self, other texts, ideas, cultures, eras, etc.) 	<p>Writers</p> <ul style="list-style-type: none"> ● think, read, speak, and listen to support writing ● write often and widely in a variety of formats, using print and digital resources and tools ● write for multiple purposes, including for learning and for pleasure ● persevere through challenging writing tasks ● enrich personal language, background knowledge, and vocabulary through writing and communicating with others ● experiment and play with language ● analyze mentor texts to enhance writing ● strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Literary and Informational Text

Literature: Picture books, stories, drama, fiction, fairy tales, nursery rhymes, folk tales, and other literary texts.

Informational Text: picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps in both print and digital sources.

Grade 2 Word List				
above	complete	form	measure	something
across	country	friends	more	sometimes
against	cover	great	most	song
air	different	group	mountains	sound
almost	door	happened	music	study
along	during	head	near	sure
also	each	heard	often	talk
animal	early	hours	page	than
answer	earth	horse	paper	things
area	enough	idea	point	thought
become	even	important	problem	took
before	example	kind	products	toward
being	eyes	large	questions	try
between	family	letter	remember	usually
called	few	listen	school	which
change	follow	long	several	young
color	food	means	show	

Grade 2

English Foundational Skills and Word Study Scope and Sequence

	Phonological Awareness	Phonics	High Frequency Words
UNIT 1	Long and Short Vowels Rhyming Words Add and Remove Sounds	Short Vowels Long Vowels CVCe Consonant Blends Consonant Digraphs <i>ch, sh, wh, th, ph</i> Trigraph <i>tch</i> Inflected Endings <i>-s, -es, -ed, -ing</i> r-Controlled Vowels <i>ar, or, ore, oar</i>	which, each, than, called, long, most, more, things, sound, great, before, means, follow, form, show, also, large, small
UNIT 2	Recognize Phoneme Changes Manipulate Phonemes	Contractions Vowel Digraphs: <i>ai, ay, ea</i> Vowel Digraph <i>ie</i> Long e: <i>ee, ea, ey, y</i> Long o: <i>oa, ow</i> Compound Words	different, between, even, kind, change, air, animal, point, study, letter, answer, page, near, food, try, country, city, school
UNIT 3	—	Long <i>i: i, ie, i_e, igh, y</i> Comparative Endings r-Controlled Vowels: <i>er, ir, ur</i> Diphthongs <i>ou, ow, oi, oy</i> Vowel Teams <i>oo, ue, ew, ui</i> Complex Consonants <i>c /s/, g /j/, and dge /j/</i>	eyes, earth, thought, along, few, head, something, example, paper, often, important, took, hear, idea, enough, group, book, almost
UNIT 4	—	Closed Syllables VC/V Open Syllables V/CV Suffixes <i>-ly, -ful, -er, -less, -or</i> Prefixes <i>un-, re-, pre-, dis-</i> Syllable Pattern VCCV Consonant Patterns <i>kn, wr, gn, mb, lf</i>	sometimes, mountains, young, being, talk, song, above, family, music, color, questions, area, horse, problem, complete, since, usually, friends
UNIT 5	—	Homographs Double Consonants Vowel Patterns <i>aw, au, augh, al</i> Syllable Pattern VCCCV Abbreviations Final Stable Syllables <i>-le, -tion, -sion</i>	heard, door, sure, become, across, during, hours, products, happened, measure, remember, early, listen, covered, several, toward, against, numeral

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.

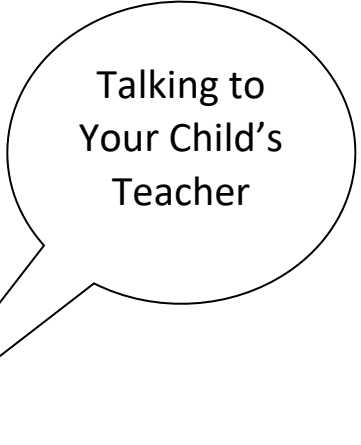
When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 2nd grade, these include:

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

Mathematics

Grade 2 Overview

In Grade 2, instructional time should focus on four areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) analyzing and classifying two dimensional shapes as polygons or non-polygons. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the *Number and Operations in Base Ten* domain, students:
 - extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing; and
 - understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

2. Through their learning in the *Operations and Algebraic Thinking* and *Numbers and Operations in Base Ten* domains, students:
 - use their understanding of addition to develop fluency with addition and subtraction within 100;
 - solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations; and
 - select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

3. Through their learning in the *Measurement and Data* domain, students:
 - recognize the need for standard units of measure (centimeter and inch) and use rulers and other measurement tools with the understanding that linear measure involves an iteration of units; and
 - recognize that the smaller the unit, the more iterations needed to cover a given length.

4. Through their learning in the *Geometry* domain, students:
 - describe and classify shapes as polygons or non-polygons;
 - investigate, describe, and reason about decomposing and combining shapes to make other shapes; and
 - draw, partition, and analyze two-dimensional shapes to develop a foundation for understanding area, congruence, similarity, and fractions in later grades.

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

Standards for Mathematical Practice: A Guide for Parents

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
1. Make sense of problems and persevere in solving them.	<ul style="list-style-type: none"> ● puzzle over the meaning of a problem. ● plan an outline of a solution path instead of just jumping in. ● start and stop and start again a different way. ● look at other problems she did to look for ideas. ● use concrete objects or pictures. 	<ul style="list-style-type: none"> ● What are you asked to figure out? ● Can you think of a problem you solved before that is like this one? ● What information is here that might be useful? ● What is your plan for solving this? ● Does your solution make sense?
2. Reason abstractly and quantitatively.	<ul style="list-style-type: none"> ● break a problem apart and represent the parts with objects, pictures, words, or symbols. ● organize information in different ways. ● write number sentences to represent meaning. ● explain the meaning of symbols. 	<ul style="list-style-type: none"> ● Can you write an equation (number sentence) or expression to match the problem situation? ● What do the numbers or variables refer to? ● Can you explain that equation in words? ● How did you decide to use this operation?
3. Construct viable arguments and critique the reasoning of others.	<ul style="list-style-type: none"> ● talk confidently about math using mathematical language fluently. ● practice math vocabulary. ● justify a solution by explaining its logic. ● give a counterexample to disprove a statement. ● recognize when logic is flawed and suggest ways to improve it. 	<ul style="list-style-type: none"> ● What does your answer mean? ● How do you know your answer is correct? ● Are there other correct answers to this question? How do you know? ● If I told you the answer should be ____ (<i>give a wrong answer</i>), how would you convince me I'm wrong?
4. Model with mathematics.	<ul style="list-style-type: none"> ● use math to solve real world problems and problems with more than one solution. ● organize data to understand something happening in the real world. ● use "found" information to create and solve his own problems. ● interpret mathematical answers in context. 	<ul style="list-style-type: none"> ● Can you make a model of this with objects, pictures, or symbols? ● Is there an equation or expression that would represent part of this situation? ● What does that answer represent in real life? ● Is there something interesting we can find out from this collection of data?

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
5. Use appropriate tools strategically.	<ul style="list-style-type: none"> ● choose for herself when to use a tool such as a ruler, protractor, or calculator to help solve a problem. ● decide for herself when to use mental math, paper and pencil, a calculator, or computer program. ● use estimation appropriately. ● use a table, graph, or spreadsheet to organize complex data. 	<ul style="list-style-type: none"> ● What tools can you use to help you solve this problem? ● How can this tool help you? Is there a better tool? ● How can you organize this information to help you solve the problem? ● Is there a different way to organize it that might be better?
6. Attend to precision.	<ul style="list-style-type: none"> ● use clear and precise math language and accurate terminology (<i>sum</i> or <i>product</i> instead of "answer"). ● use precise numbers and labels. ● explain exactly what she is confused about. 	<ul style="list-style-type: none"> ● How do you know this is an accurate answer? ● What do you mean when you say ___? ● Is there a more precise word you could use? ● What units does that represent?
7. Look for and make use of structure.	<ul style="list-style-type: none"> ● recognize patterns and look for them when they aren't obvious. ● sort objects, pictures, or numbers into groups. ● use the structure of math to help solve problems (e.g. fact families or the distributive property). ● try ways to break numbers apart and put them together in different ways to make a problem easier. 	<ul style="list-style-type: none"> ● Do you see any patterns? ● Can you group these things in a way that makes sense? Is there another way of grouping them? ● Can you take the numbers apart and put them together in a different way to make more sense? ● What do you notice about the answers to the exercises on this page?
8. Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> ● find his own shortcuts that work to solve problems. ● create strategies from repetitions that show up in his work. ● generalize about a strategy to apply it to other kinds of problems. ● create a rule out of a pattern of exercises and solutions. 	<ul style="list-style-type: none"> ● Do you notice anything interesting about these problems? Is there a pattern to what you notice? ● Is there a shortcut that will always work for this kind of problem? How do you know it will always work? ● Is there a rule that seems to be true about this pattern of numbers? Can you prove the rule is true? ● What are the connections between this and other kinds of problems with similar numbers?

SAVVAS Support

The William Floyd School District uses SAVVAS Curriculum Materials for English Language Arts and Mathematics Instruction. This includes access to online learning materials that can be used at home. The QR Codes found below provide you with information about using the online platforms with your children. (parents.savvas.com)

English



Spanish



Arabic



Haitian Creole



Mandarin



Russian



Vietnamese



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.

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:

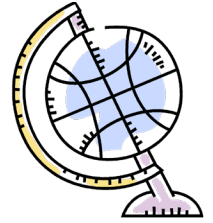
When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money he or she needs to buy the item.

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.

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.



Grade 2 Areas of Focus:

- *Individual Development and Cultural Identity*
- *Civic Ideals and Practices*
- *Geography, Humans, and the Environment*
- *Time, Continuity, and Change*
- *Economic Systems*

CIVIC READINESS for All Students K-4

Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

Civic Readiness is:

- **Civic Knowledge**
- **Civic Skills and Actions**
- **Civic Mindsets**
- **Civic Experiences**

SCIENCE

STEM (Science, Technology, Engineering, and Mathematics) Education in Elementary School. The development of STEM proficient students begins in elementary schools. In the elementary grades, students apply the rigor of science, technology, engineering, and mathematics content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world. Students explore technology and engineering solutions and appropriately apply the concepts of mathematics in order to understand and address real life issues and solve problems or challenges. As students' progress through elementary school they will begin to independently integrate the STEM Standards of Practice. They will understand how to apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges as they incorporate STEM content, skills, and practices and other disciplines such as social studies, performing arts, health, and creative movement.

By the end of fifth grade, students will master grade level science, technology, engineering, and mathematics content, practices, and processes, integrate STEM contents with other disciplines, answer complex questions, investigate global issues, solve real world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences.

Next Generation Science Standards – Grade 2 Science Units

provide students with an opportunity to explore why something happens (phenomena-based). Students become scientists and engineers to:

- Use facts as needed to explain a phenomena or solve a problem
- Learn about science in a real-world context

Science Units for Grade 2:

- **Interdependent Relationships in Ecosystems: Save the Bees**
- **Earth Systems: Processes that Shape the Earth**

Interdependent Relationships in Ecosystems

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

Earth's Systems: Processes that Shape the Earth

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

TECHNOLOGY

Your child will participate in learning experiences that focus on five key concepts of computer science and digital fluency. These concepts are:

- Impacts of Computing
- Computational Thinking
- Networks and System Design
- Cybersecurity
- Digital Literacy

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.

Special Areas

ART

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

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



MUSIC

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

- Learn to expand 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.

STANDARDS Digital Link

The William Floyd School District provides all learners with instruction that is aligned to New York State's Learning Standards.

The QR Code found below will provide you with access to your child's grade level standards. <https://tinyurl.com/5n6jwesk>



Standards are also available in the appendix of this document.

Appendix

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, may include “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 parts within the word (break it down.)

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.*
- *Guided Reading.*
- *Mathematics.*
- *Social Studies.*
- *Science.*

Writing Process - Students engage in various stages of the writing process across all subjects.

Children write using the writing process which includes:

- Generate* – The writer brainstorms ideas they may want to write about.
- Select* – The writer chooses a topic to write about.
- Drafting* – The writer gets all their ideas down on paper.
- Revision* – The writer improves 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).
- Publish* – The writer decides how to present their writing to other readers. The writer incorporates all revisions and editing into the final writing piece.

Six Traits Of Writing - During the writing process, teachers address concepts taught during writing mini lessons and confer with students to support individual writing needs. 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 goal of Read Alouds is for students to develop background knowledge and acquire language competence through listening and building a rich vocabulary and a broad knowledge in literature, 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. Read Alouds are also referenced during the Reading and Writing Workshop.

New York State Learning Standards:

ENGLISH LANGUAGE ARTS

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

Literary and Informational Text

Key Ideas and Details

1. Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
 - Use specific evidence from stories to describe characters and relate sequences 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.
 - Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts.
2. Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
 - Use specific evidence from stories to describe characters and relate sequences of events.
 - Identify cultural and ethnic features in literary texts.
 - Organize text information by using a graphic or semantic organizer.
 - Summarize main ideas and supporting details from imaginative or informational text both orally and in writing.
3. In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections among ideas, concepts, or a series of events. (RI)
 - Use specific evidence from stories to describe characters and relate sequences of events.
 - Explain the reasons for a character’s actions considering the situation.
 - Identify elements of character, plot and setting to understand the author’s message.

Craft and Structure

4. Explain how words and phrases in a text suggest feelings and appeal to the senses.
 - Identify the author's use of repetition and rhyme.
5. Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
 - Use specific evidence from stories to describe characters and relate sequences of events.

6. Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.

Integration of Knowledge and Ideas

7. Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.

- 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.
- 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.

8. Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.

9. Make connections between self and text (texts and other people/world).

- Compare a character in a story or article to a person with the same career or experience.
- Identify the characters in a story/stories and explain what each contributes to the events of the story.
- Connect words and ideas in books to prior knowledge.

Reading Standards: Foundational Skills

Print Concepts

1. There is not a grade 2 standard for this concept. Please see preceding grades for more information.

Phonological Awareness

2. There is not a grade 2 standard for this concept. Please see preceding grades for more information

Phonics and Word Recognition

3. Know and apply phonics and word analysis skills in decoding words.
- 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).
- 3b. Decode short and long vowel sounds in two-syllable words.
- 3c. Decode regularly spelled two-syllable words.
- 3d. Recognize and identify root words and common suffixes and prefixes.
- 3e. Read all common high-frequency words by sight.

Fluency

4. Read grade-level text with sufficient accuracy and fluency to support comprehension.
- 4a. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 4b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Keyboarding

Learning Standards

1. Students should be introduced to keyboarding.
 - a. Intro to enter key and space bar
 - b. Intro to backspace, delete, shift
 - c. Intro to Home Row
 - d. Intro to correct posture and hand placement

Writing Standards

Text Types and Purposes

1. Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.

- 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 that introduce a topic, use facts and other information to develop points, use content-specific language, 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 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.

- 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.

4. Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).

5. Begins in grade 4.

Research to Build and Present Knowledge

6. Develop questions and participate in shared research and explorations to answer questions and to build knowledge.

- 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.

7. Recall and represent relevant information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*

Core Convention Skills

- Use reflexive pronouns (myself, ourselves)
- Use collective nouns (e.g., group).
- Form regular plural nouns (e.g., dog, dogs; wish, wishes)
- Form frequently occurring irregular plural nouns (e.g., feet, children, mice, fish)
- Use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish)
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adverbs appropriately
- Use frequently occurring conjunctions (e.g., and, but, or, so, because)

- Use frequently occurring transition words (e.g., first, then, therefore, finally)
- Expand complete sentences
- 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).

Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*

CORE PUNCTUATION and SPELLING SKILLS

- Generalize more complex learned spelling patterns when writing words
- Capitalize names, places, and holidays.
- 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.

2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2L3a: Compare academic and conversational uses of English.

Language Standards

Please Note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of Kindergarten, local curriculum choices will determine which specific skills are included in Kindergarten. These banded skills can be found at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills 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. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

Core Conventions Skills for Grades Prekindergarten→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 and use regular plural nouns (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 (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 → 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). → Use frequently occurring transition words (e.g., first, then, therefore, finally)
- Produce and expand complete sentences → 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).

Anchor Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*. While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages). **Core Punctuation and Spelling Skills for Grades P→2:**

- Attempt to write symbols or letters to represent words.
- 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 → rage; boy → toy).
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Consult reference materials as needed to check and correct spellings.
- Recognize and name end punctuation. → Use end punctuation for sentences.
- Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
- 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.

*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Knowledge of Language

Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*

Core Convention Skills

- Use reflexive pronouns (myself, ourselves)
- Use collective nouns (e.g., group).
- Form regular plural nouns (e.g., dog, dogs; wish, wishes)
- Form frequently occurring irregular plural nouns (e.g., feet, children, mice, fish)
- Use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish)
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adverbs appropriately
- Use frequently occurring conjunctions (e.g., and, but, or, so, because)
- Use frequently occurring transition words (e.g., first, then, therefore, finally)

- Expand complete sentences

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).

Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*

CORE PUNCTUATION and SPELLING SKILLS

- Generalize more complex learned spelling patterns when writing words
- Capitalize names, places, and holidays.
- 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.

2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2L3a: Compare academic and conversational uses of English.

Knowledge of Language

L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3a. Compare academic and conversational use of English.

Vocabulary Acquisition and Use

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

4a. Use sentence-level context as a clue to the meaning of a word or phrase.

4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

4e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

L5. Demonstrate understanding of word relationships and nuances in word meanings.

5a. Identify real-life connections between words and their use.

5b. Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).

5c. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).

MATHEMATICS

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

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.

1b. Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

Add and subtract within 20.

2a. Fluently add and subtract within 20 using mental strategies. Strategies could include:

- counting on;
- making ten;
- decomposing a number leading to a ten;
- using the relationship between addition and subtraction; and
- creating equivalent but easier or known sums.

2b. Know from memory all sums within 20 of two one-digit numbers.

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

3a. Determine whether a group of objects (up to 20) has an odd or even number of members.

3b. Write an equation to express an even number as a sum of two equal addends.

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.

Number and Operations in Base Ten

Understand place value.

1. Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.

a. Understand 100 can be thought of as a bundle of ten tens, called a “hundred.”

b. 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. Count within 1000; skip-count by 5s, 10s, and 100s.

3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

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.

8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

9. 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.

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. 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.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
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.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
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.

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*.
- 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) symbol appropriately.

Represent and interpret data.

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.
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.

Geometry

Reason with shapes and their attributes.

1. Classify two-dimensional figures as polygons or non-polygons.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
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

Individual Development and Cultural Identity

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.

Civic Ideals and Practices

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 and laws.
- 2.3c The process of holding elections and voting is an example of democracy in action in schools communities, New York State, and the 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 and 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.

Geography, Humans, and the Environment

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.

Time, Continuity, and Change

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, vocabulary, and tools such as time lines.
- 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.

Economic Systems

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

The New York State P-12 Science Learning Standards are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students a high-quality science education.

Dimension 1: Science and Engineering Practices Engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. As in all inquiry-based approaches to science teaching, students will engage in the practices and not merely learn about them secondhand (e.g., articles, textbook, video clips, etc.). Students comprehend scientific practices, appreciate the nature of scientific knowledge itself, while directly experiencing those practices for themselves. The eight science and engineering practices mirror the practices of professional scientists and engineers. Use of scientific and engineering practices will strengthen students’ skills in these practices while developing students’ understanding of the nature of science and engineering. Listed below are the eight science and engineering practices:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations

4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Dimension 2: Disciplinary Core Ideas They are designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. The goal is to guide their knowledge toward a more scientifically based and coherent view of the natural sciences and engineering, as well as of the ways in which they are pursued and their results can be used.

Dimension 3: Crosscutting Concepts have application across all domains of science. The seven Crosscutting Concepts are meant to give students an organizational structure to understand the world and help students make sense of and connect Core Ideas across disciplines and grade bands. They are not intended as additional content. Listed below are the Crosscutting Concepts from the Framework:

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems



Civic Readiness for All Students K-4



Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

What is Civics? The study of the rights and responsibilities of citizenship.

Who are Civic Ready students?

Student who use civic knowledge, skills and mindsets to make decisions and take actions for themselves, their communities, and the public good.

What is a community?

A community is a social unit (a group of living things) with commonality such as norms, religion, values, customs, or identity.

Communities work together to meet the needs of those who are part of it. There are many kinds of communities you might be part of: your school; your neighborhood; your city or town. Communities can work together to solve problems, make changes, or improve things for everyone. People in a community might have different ideas, look different, or not agree on some things.

Why is Civic education important? People work together in many ways to create a community. You might see people working together in school, in your family or in shops and business such as a restaurant or a grocery store. Each of us contribute to our communities. Civics education highlights these connections between ourselves and other people. It is through these connections that we can make a difference in our local, national and international communities. One of the big reasons we have Social Studies in schools is to make sure that you are civic ready and an actively engaged participant in the life of your communities. Civics education helps everyone to work together to create positive change while respecting what makes us each unique.

Civic Readiness is:



- Knowledge of our government and how it is organized.
- Grade appropriate understanding of geography, culture, law, and current events.
- Age appropriate understanding within our democratic system
- Rights guaranteed by the U.S. Constitution and Constitution of the State of New York.



- Demonstrate kindness to others.
- Participate in important discussions in your school, community, and family.
- Research news stories to find out more.
- Engage in classroom debates - respectfully disagreeing with other viewpoints and provide evidence for a counterargument.



- Being different is okay.
- Thinking about the future, my own and others is important.
- Treat others how you would like to be treated.
- Actively participate with others respectfully.
- Making choices while considering those around us.



- Active involvement in a school or community issue that concerns you—trash pickup in the community; ideas for recess and lunch time at school.
- Writing to your town/city or state officials about an issue important to you.
- Watching or reading age appropriate news.
- School or classroom voting.

Civic Knowledge

Examples of fundamental Civic Knowledge include:

- What kind of government do we have in the United States; the structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate;
- Discussing why people vote and having classroom voting;
- Discussion the Bill of Rights and creating a classroom Bill of Rights;
- History, geography, economics, and current events within our country and in our global society; and
- Discussing what makes a community; map out what students community looks like.

Civic Skills & Actions

Examples of Civic Skills & Actions include:

- Discuss and/or participate in activities that focus on a classroom or a community problem and analyze different solutions;
- Recognizing what it is like to be an American - values and beliefs;
- Identify rights and responsibilities in classrooms, schools, and communities; and
- Identify differing philosophies of social and political participation.

Civic Mindsets

Examples of key Civic Mindsets include:

- Valuing equity, inclusivity, diversity, and fairness;
- Recognizing the need to plan for both current needs and the good of future generations;
- Empathy, compassion, and respect for the views of people with other opinions and perspectives;
- Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems; and
- Discussion on what makes a good community member.

Civic Experiences

Examples of Civic Experiences include:

- Showing respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict;
- Exploring how anyone can create positive change in his or her school, community, or country;
- Participating in school and community governance, ;
- Taking responsibility for improving one's community—locally, in government at all levels, and in the broader world; and
- Identify and help solve problems within ones community.

Computer Science and Digital Fluency Learning Standards



Standards at a Glance

Grades 2-3

Impacts of Computing



Subconcept	Standard
Society	2-3.IC.1 Identify and analyze how computing technology has changed the way people live and work.
	2-3.IC.2 Compare and explain rules related to computing technologies and digital information.
Ethics	2-3.IC.3 Discuss and explain how computing technology can be used in society and the world.
	2-3.IC.4 Identify public and private digital spaces.
	2-3.IC.5 Identify and discuss how computers are programmed to make decisions without direct human input in daily life.
Accessibility	2-3.IC.6 Identify and discuss factors that make a computing device or software application easier or more difficult to use.
Career Paths	2-3.IC.7 Identify a diverse range of roles and skills in computer science.

Computational Thinking



Subconcept	Standard
Modeling and Simulation	2-3.CT.1 Create a model of an object or computational process in order to identify patterns and essential elements of the object or process.
Data Analysis and Visualization	2-3.CT.2 Identify and describe data collection tools from everyday life.
	2-3.CT.3 Present the same data in multiple visual formats in order to tell a story about the data.
Abstraction and Decomposition	2-3.CT.4 Identify multiple ways that the same problem could be decomposed into smaller steps.
	2-3.CT.5 Identify the essential details needed to perform a general task in different settings or situations.
Algorithms and Programming	2-3.CT.6 Create two or more algorithms for the same task.
	2-3.CT.7 Name/label key pieces of information in a set of instructions, noting whether each name/label refers to a fixed or changing value.
	2-3.CT.8 Identify steps within a task that should only be carried out under certain precise conditions.
	2-3.CT.9 Identify and debug errors within an algorithm or program that includes sequencing or repetition.
	2-3.CT.10 Develop and document a plan that outlines specific steps taken to complete a project.



Standards at a Glance

Grades 2-3

Networks & System Design



Subconcept	Standard
Hardware and Software	2-3.NSD.1 Describe and demonstrate several ways a computer program can receive data and instructions (input) and can present results (output).
	2-3.NSD.2 Explain the function of software in computing systems, using descriptive/precise language.
	2-3.NSD.3 Describe and attempt troubleshooting steps to solve a simple technology problem.
Networks and the Internet	2-3.NSD.4 Recognize that information can be communicated using different representations that satisfy different rules.
	2-3.NSD.5 Describe and navigate to various locations where digital information can be stored.

Cybersecurity



Subconcept	Standard
Risks	2-3.CY.1 Compare reasons why an individual should keep information private or make information public.
Safeguards	2-3.CY.2 Compare and contrast behaviors that do and do not keep information secure.
	2-3.CY.3 Identify why someone might choose to share an account, app access, or devices.
	2-3.CY.4 Encode and decode a short message or phrase.
Response	2-3.CY.5 Identify unusual activity of applications and devices that should be reported to a responsible adult.

Digital Literacy



Subconcept	Standard
Digital Use	2-3.DL.1 Locate and use the main keys on a keyboard to enter text independently.
	2-3.DL.2 Communicate and work with others using digital tools to share knowledge and convey ideas.
	2-3.DL.3 Conduct basic searches based on student-identified keywords.
	2-3.DL.4 Use a variety of digital tools and resources to create digital artifacts.
	2-3.DL.5 <i>This Standard begins in Grade Band 4–6.</i>
Digital Citizenship	2-3.DL.6 Describe ways that information may be shared online.
	2-3.DL.7 Understand what it means to be part of a digital community and describe ways to keep it a safe, respectful space.

Additional Internet Resources

William Floyd School District:



www.wfsd.k12.ny.us

Step 1: Go to Students

Step 2: Go to Additional Student Resources

New York State Education Department:



www.nysed.gov

Regional Bilingual Education Resource Network:



www.rbern.org

Every Student Succeed Act

5

Things every parent should know about New York State’s plan for the Every Student Succeeds Act



What is ESSA?	The Every Student Succeeds Act (ESSA) is a federal law that outlines how states can use federal money to support public schools. In September 2017, New York State submitted its plan for the approximately \$1.6 billion New York receives annually under ESSA.
Why does it matter?	New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for <i>all</i> students.
What do parents need to know?	Below are highlights of important elements for parents and families in the plan. We encourage you to visit the New York State Education Department’s ESSA website to learn more about the plan.

1 New York State values a well-rounded education for all.

Parents and families should know how their child’s school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators:

For all schools	For high schools
<ul style="list-style-type: none"> English language arts Math Science Progress in learning English (for those who don’t speak it) Chronic absenteeism (absent 18+ days, with exceptions) 	<ul style="list-style-type: none"> Social studies Graduation rate College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

Future indicators:

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)
- “Learning environment” indicators (e.g., class size, access to arts classes)

2 New York State wants to reduce testing time and improve the testing experience.



Tests in grades 3-8 English and math will be reduced to two days each in 2018.



The state will try new ways to assess student knowledge that could ask students to complete and present performance tasks.

95%

The federal law requires 95% of students in each tested grade and subgroup to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students’ native language.

3

New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.



The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.



New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4

New York State is counting on parents for additional help when their child's school is identified for improvement.



If your child's school is identified as low-performing ...



... then it will have to ask parents, teachers, and students how they think the school can do better ...



... and you will have a say in how your school spends part of the federal money it receives to improve.

5

New York State will provide parents with a more complete picture of their child's school.



New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.



The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.



Parents will know how much each school is spending per student through the new reports.



Districts, schools, and the New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

PARENTS' RIGHT-TO-KNOW ESSA

1005(e) "(e) PARENTS' RIGHT-TO-KNOW— "(1) INFORMATION FOR PARENTS.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: "(i) Whether the student's teacher— "(i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; "(ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and "(iii) is teaching in the field of discipline of the certification of the teacher. "(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

"(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student— "(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and "(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

"(2) TESTING TRANSPARENCY.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

"(B) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including— "(i) the subject matter assessed; "(i) the purpose for which the assessment is designed and used; "(iii) the source of the requirement for the assessment; and "(iv) where such information is available— "(i) the amount of time students will spend taking the assessment, and the schedule for the assessment; and "(ii) the time and format for disseminating results."

"(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

"(3) LANGUAGE INSTRUCTION.—

"(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of— "(i) the

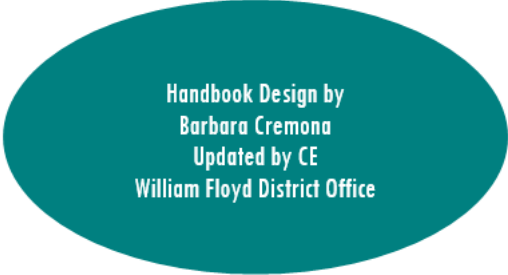
reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program; "(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement; "(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; "(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; "(v) how such program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; "(vi) the specific exit requirements of the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four year adjusted cohort graduation rates and ex17 tended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools; "(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section "(viii) information pertaining to parental rights that includes written guidance— "(i) detailing the right that parents have to have their child immediately removed from such program upon their request; "(ii) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and "(iii) assisting parents in selecting among various programs and methods of instruction, if more than program or method is offered by the eligible entity.

"(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

"(C) PARENTAL PARTICIPATION.— "(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can— "(i) be involved in the education of their children; and "(ii) be active participants in assisting their children to— "(aa) attain English proficiency; "(bb) achieve at high levels within a well-rounded education; and "(cc) meet the challenging State academic standards expected of all students. "(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

"(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language minority status. "(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand."

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Handbook Design by
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William Floyd School District