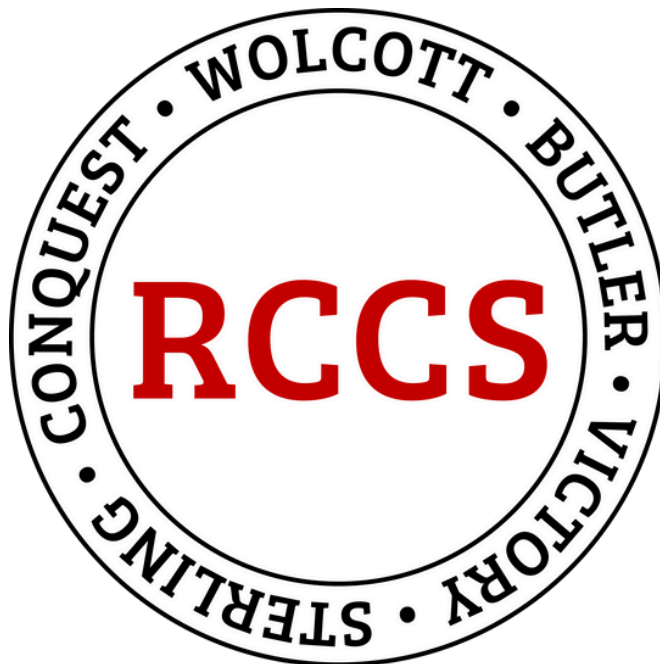


Welcome to Second Grade

RCCSD FAMILY GUIDE

2024-2025



The New York State Education Department sets expectations, or standards, for what *every* student will know and be able to do in school. This guide is designed to help you understand these standards and partner with teachers to support your child's learning at home. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Important Concepts

To learn English Language Arts and Literacy at every grade, your child will:

- Think, write, speak, and listen to understand and to support writing.
- Read often and widely from a range of global and diverse texts.
- Read and write for multiple purposes, including for learning and for pleasure.
- Persevere through challenging, complex texts and writing tasks.
- 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.).
- Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

To learn social studies at every grade, your child will:

- Develop fundamental civic knowledge including the structure and functioning of the government, law, and democracy at all levels of government.
- Analyze the impact of individual and collective histories in shaping contemporary issues.
- View and analyze history and current issues from multiple perspectives.
- Demonstrate respect for the rights of others in discussion and classroom debates, and how to respectfully disagree with other viewpoints using evidence.
- Analyze and evaluate news, media, social media, and other sources of information for accuracy, bias, reliability, and credibility.

To learn mathematics at every grade, your child will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of patterns and structures.
- Look for and express regularity in repeated reasoning.

To learn science at every grade, your child will:

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Meet Our Team



Mrs. Curtis

Mrs. Curtis has been teaching for over 20 years. Most of her teaching has been in 2nd grade. She believes that all students are capable of learning. By using different methods and strategies this is possible. Building a foundation and a passion for learning is necessary to ensure student success in the future.



Mrs. Fink

Mrs. Fink has been teaching at Cuyler Elementary since 1998. After her first year, she moved up to second grade and has been teaching second grade ever since. She enjoys the second grade curriculum, but more importantly loves working with second graders.



Mrs. Nodine

Mrs. Nodine first began working at Cuyler Elementary in 2011 as a substitute. In 2019, she was hired as a General Education Teacher in 5th grade. After spending several years in 5th grade, she is excited to a part of the 2nd grade team. She believes in creating a safe and welcoming classroom for all students.



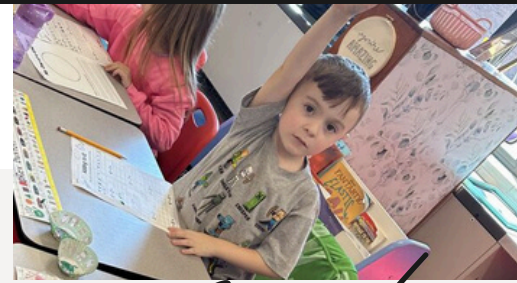
Ms. Eldredge

Ms. Eldredge is excited to join the second grade team this year as the special education consultant teacher. She will be pushing into classrooms to provide extra support to students.



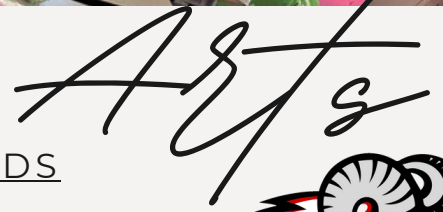
Mrs. Hardy

Mrs. Hardy has been teaching in public schools (UPK through Second Grade) for the past 20 plus years. Her experience has attributed to knowing how to best work with young children so that they can develop their social-emotional and academic skills for future success. She believes in providing each child with a caring, fun, and engaging learning environment. Mrs. Hardy looks forward to working with you and your child.



ENGLISH LANGUAGE

NYS ENGLISH LANGUAGE ARTS LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- Develop and answer questions to demonstrate an understanding of key ideas and details in a text. For Example: describe how the beginning of a story introduces characters. Or explains what the last paragraph of an article says.
- Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
- Explain the overall purpose of a text: for example, the idea the author is trying to explain or the lesson the author is trying to teach.
- Read grade level text with sufficient accuracy and fluency to support comprehension.
- Know and apply phonics and word analysis skills in decoding words.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Who or what is the story about?
- What are the characters doing? How do you know and why?
- What kinds of things can you do to figure out what a word means?
- What kind of writing did you do in school today? What did you write about?

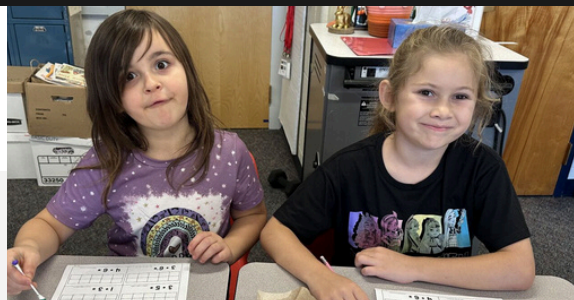
BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Read aloud in a way that shows they understand what they are reading.
- Stop and reread a sentence to figure out the meaning of an unknown word.
- Describe what characters do in response to events or problems in a story.
- Explain how a picture or diagram helps show what a text is saying.
- Print all letters quickly enough to write sentences without losing track of ideas.
- Capitalize proper nouns like New York, Red Creek, and January.
- Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.
- 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.
- Write narratives which recount real or imagined experiences or a short sequence of events, including detail to describe actions, thoughts, and feelings: use temporal words to signal event order, and provide a sense of closure.
- Create a response to a text, author, theme or personal experience. For example: poem, play, story, or artwork.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Types of books your child should be reading
- Strategies to help my child read unknown words
- Types of writing your child is working on





MATHEMATICS

NYS MATH LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- Identify and draw shapes their attributes: for example, a shape with four sides and angles.
- Understand place value in numbers to 1,000. For example, know that the 7 in 872 represents 7 tens (70).
- Use a variety of strategies to add and subtract with numbers to 1,000. For example, find the total number of pencils for three classrooms.
- Understand and use standard units and tools of measurement. For example, estimate the length (in feet or meters) of a row of desks.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Count to 1,000 by ones, fives, tens, and hundreds. Recognizing the patterns.
- Fluently and quickly add and subtract with numbers up to 20.
- Know doubles facts ($8+8=16$) and their related subtraction facts. ($16-8=8$)
- Add and subtract two 3-digit numbers to 1,000.
- Determine if a number is odd or even by arranging pairs of objects.
- Create and understand a visual display of information such as a bar graph.
- Solve one-step and two-step word problems.
- Solve one-step word problems involving dollars and coins.
- Use analog and digital clocks to tell time to the nearest five minutes.
- Identify shapes and determine the number of sides and angles a shape has.

QUESTIONS YOU CAN ASK YOUR CHILD:

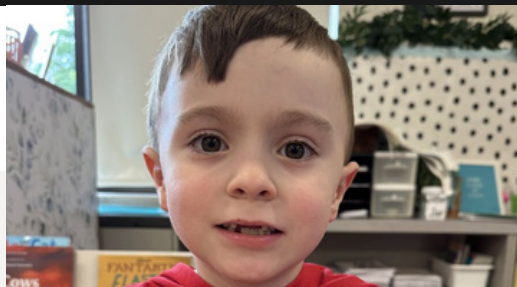
- Would it take more inches or centimeters to measure a book?
- How many sleeves of crackers would be in 3 boxes?
- How much money do I need to buy the snacks?



TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Which addition and subtraction strategies work best for your child
- Games that can best help your child practice math at home





SCIENCE & TECHNOLOGY

NYS SCIENCE LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- Understand how wind and water can change the shape of land and how people can slow down or prevent those changes. For example, planting trees.
- Investigate how materials are similar and different from one another and how the properties of the material relate to their use. For example, test how hard they are and do they sink or float.
- Understand that different kinds of plants and animals live in different environments and areas. For example, compare living things in a desert to living things in the ocean.
- Observations how an object is made of a small set of pieces can be disassembled and made into a new object. For example, identify a problem and find a solution for the problem.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What do plants and animals need to survive?
- Where can we find water near our house?
- What material is better to build a house? Why?



BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Create maps to show the bodies for water (like rivers) and landforms (like mountains) in an area.
- Explain that water exists on Earth in different places (like lakes) and forms (like ice).
- Investigate how plants and animals depend on their surroundings to meet their needs (like finding food and water).
- Describe and sort materials by how they look, feel, or act: for example, things that are green or things that absorb water.
- Compare two ways for solving problems and think about which one is better. For example, test two paper bags and determine which one is stronger.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How does science relate to everyday life?
- Places in the community to help your child learn science





SOCIAL STUDIES

NYS SOCIAL STUDIES FRAMEWORK



NEW LEARNINGS & FOCUS AREAS:

- Understand that a community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural.
- Understand that the United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
- Identify how geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
- Identify how communities face different challenges in meeting their needs and wants.


QUESTIONS YOU CAN ASK YOUR CHILD:

- What are some ways people change their environments? 
- What are ways people change because of their environment?
- Why do people move to different places?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.
- Explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.
- Explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.
- Learn about the process of voting and what opportunities adults in the community have for participation.
- Examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.
- Create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories.
- Examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Books with maps and other visual features to look at in the library 
- Place in the community where people live and work 



SOCIAL-EMOTIONAL LEARNING

NYS SEL BENCHMARKS



NEW LEARNINGS & FOCUS AREAS:

- Develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.
- Use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.
- Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.

QUESTIONS YOU CAN ASK YOUR CHILD:

- How do you make positive choices in school?
- How are you a good friend to someone?
- Can you identify your feelings?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Recognize and name their basic emotions, where they feel them in their bodies, and describe situations that may evoke these emotions.
- Identify their emotions and make choices to support their well-being, including simple self regulation techniques such as belly breathing).
- Identify likes, dislikes, and personal strengths.
- Recognize that others may experience situations differently from them.
- Use listening skills to identify the feelings and perspectives of others.
- Recognize their similarities to and differences from others.
- Recognize bullying behaviors and practice safety and courage in seeking help from a trusted adult to respond.
- Communicate needs and wants clearly with peers and trusted adults, and practice approaches to navigating conflicts with adult support.
- Explain how their actions impact self and others.
- Identify ways they can help their classroom community.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How does my child handle a difficult situation?
- How can I help my child handle conflict?



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