THE NEW YORK STATE SECOND GRADE LEARNING STANDARDS:

A RESOURCE FOR SCHOOL SUCCESS

NEW YORK STATE EDUCATION DEPARTMENT 2019

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Introduction

The New York State Second Grade Learning Standards: A Resource for School Success consolidates all second grade learning standards into one document. This resource follows *The New York State Prekindergarten Learning Standards: A Resource for School Success*, *The New York State Kindergarten Learning Standards: A Resource for School Success*, and *The New York State First Grade Learning Standards: A Resource for School Success* which were all published in 2019.

Purpose of this Document

This resource was developed through a collaboration between the New York State Education Department's Offices of Early Learning and Curriculum and Instruction. It is intended to be used as a reference tool by teachers, specialists, and administrators responsible for designing programs for second grade students. This resource also provides a uniform format for learning standards in all content areas to make it easier for users to read and understand. However, users are encouraged to review the full articulations of the New York State Learning Standards where links are provided since they offer a higher level of detail, additional introductory statements, and illustrate learning progressions across grades.

From a planning perspective, this document highlights the importance of addressing elementary students' development and learning across all developmental domains. However, The New York State Second Grade Learning Standards (NYS2LS) Resource is not a curriculum, assessment, or set of teaching strategies.

> *Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but personalized, differentiated, adapted, culturally and linguistically relevant, and context-based. While we may have the same learning objectives for all children, our means for meeting these objectives are highly responsive to the individual child.*[1]

It is with these end-of-year expectations that local programs and schools can design, deliver, modify, and adapt curricula and instruction that meets the needs of children based on where they are developmentally, linguistically, culturally, and experientially. The NYS2LS Resource provides:

- a framework for all second grade children regardless of abilities, language, background, or diverse needs;
- a resource for planning professional learning opportunities; and
- a tool for focusing discussions on early learning by educators, policy makers, families, and community members.

[1] New York State Education Department. (2016). Introduction to the NYS Next Generation Early Learning Standards. By Zoila Morell in partnership with the New York State Education Department. Albany, NY. http://www.nysed.gov/common/nysed/files/introduction-to-the-nys-early-learning-standards.pdf

Guiding Principles for the NYS2LS Resource

The learning standards provided in this document serve as a resource for planning a curriculum built upon knowledge- and skills-building units of study and are guided by the following principles:

1. All children are capable of learning, achieving, and making developmental progress. These standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, social-emotional, and communication abilities. Children develop at different rates and each child is unique in their own development, growth, and acquisition of skills. Students should receive appropriate accommodations to ensure their maximum participation; their diversity should be treated as an asset to the learning environment.
2. Children are active learners. A primary approach to learning is through purposeful play. Intentional planning promotes rich learning experiences that encourage participation, involve multiple contexts, and engage the senses that help children explore their environment.
3. Early development and learning are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.
4. Children learn in the context of interactions and relationships with family members, caregivers, teachers, and other children in their immediate environment and in their community.
5. Family is a significant contributor to children's lifelong development and learning. Actively engaging caregivers in the early education of their children is essential to children's success in the elementary classroom and later learning.
6. These learning standards may be used as tools to empower families, teachers, and caregivers to better support and enhance young children's development and learning.
7. These learning standards acknowledge, respect, and embrace children's diverse backgrounds, their heritage, cultures, and linguistic experiences.
8. Students with Disabilities' Individualized Education Plans (IEPs) are developed in consideration of these learning standards.
9. These learning standards are guided by research, stakeholder feedback, and effective practice to strengthen instruction and educational experiences across all settings. They are systemically aligned with all of the New York State PK-12 Learning Standards.

The NYS2LS Resource is **not**:

- Intended to be used as a curriculum
- Intended to mandate specific teaching practices or materials
- Meant to stifle the creativity of children, educators or parents
- Intended to be used as a checklist, but can inform the development or selection of screening and progress monitoring tools
- Intended to be used as an assessment tool
- Meant to bar children from entry to third grade
- Meant to replace students with disabilities' IEP goals

Students with Disabilities

It is essential that we have high expectations for what all students can learn. Second grade students with disabilities must have opportunities to benefit from high quality instruction and to reach the second grade learning standards. Each student with a disability must have an IEP that is developed in consideration of State learning standards and includes annual goals aligned with and chosen to facilitate the student's attainment of the standards. Students with disabilities must also be provided appropriate special education and related services and supports (including accommodations, modifications, and scaffolding). The intensity of services and supports must be based on the individual strengths and needs of the students so that they can gain knowledge and skills as well as demonstrate what they have learned. In addition to supports and services, special education must include specially designed instruction, which means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs that result from the students' disability. For more information about special education programs and services for students with disabilities, visit NYSED's Office of Special Education webpage at http:/www.p12.nysed.gov/specialed/. Additional information can also be found in NYSED's Resource to Special Education Support Services (http://www.p12.nysed.gov/earlylearning/documents/AResourcetoSpecialEducationSupportServices.pdf).

Multilingual Learners

A command of the English language is not a precondition to meeting every standard. As children progress in the grades and language acquisition, they can demonstrate mastery of many of the skills outlined in the standards in English, bilingually, or using their home language(s). Children can, for example, *demonstrate understanding of word relationships and word meanings (2.ELAL.28.)* in their home language. Rather than hinder progress towards the standards, the home language is an invaluable resource to advance learning. Intentional, strategic use of children's home languages in the second grade classroom can, for example, enhance student engagement, scaffold comprehension, support authentic assessment, and promote parental involvement[2]. "Research highlights many lifelong advantages associated with bilingualism. The ultimate purpose of the learning standards would be to develop children's potential, so they garner and sustain every possible advantage into adulthood. Promoting bilingualism and multilingualism as children develop proficiency in the English language is in keeping with that purpose."[3] For more information, see NYSED's English Language Learner/Multilingual Learner Educator Tools and Best Practices (http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-educator-tools-and-best-practices).

About Second Graders

Second graders like order, sticking with the facts, and precision. Unlike many first graders who enjoy the process part of learning, second graders are hyper-focused on the end-product. They may have trouble taking risks or trying something new in favor of "getting it right" and need help seeing how mistakes and risk-taking can help the learning process. They thrive in secure and structured settings with plenty of opportunities for reassurance and check-ins with teachers since they can be quick to get their feelings hurt or to feel unsure. Second graders may need more time to work on things and more time to work independently or in pairs, rather than in large groups. Listening skills, interest in learning and using new vocabulary in both conversation and writing bloom in second grade. Second graders relish focusing on the details.

Second grade is often considered a transition year since it serves as a bridge to the first "tested" grade in New York State. While formative assessment is critical at all early elementary grade levels, second grade is an opportunity to understand each individual student's strengths and challenges across all domains of learning, so teachers are clear where they need the most support before they transition into third grade. It is critically important that school leaders pave the way for second grade teachers to create a caring community of learners and ensure a sense of belonging, to use teaching approaches that support children's development and learning, to plan meaningful and integrated learning experiences within the curriculum, to use authentic formative assessment across domains to inform instruction, to value the students' cultures and languages, and to develop relationships with families (adapted from www.naeyc.org).

2 Adapted from the New York State Education Department's New York State Next Generation Standards Early Learning Introduction.

3 Callahan, R.M., Gandara, P. (2014). The bilingual advantage: Language, literacy and the U.S. labor market. London: Multilingual Matters

Below is a list of key terms and concepts with definitions. These terms and general concepts are emphasized to ensure a common understanding among readers of the Resource.

Communicate, Communication, and Language	Throughout the standards and indicator statements, the terms communicate, communication, and language mean that children can use any language or means of expression, including home language(s), combination of home language(s) and English, sign language, or use of alternative methods.
Continuum and progression	The NYS2LS Resource should be understood as a set of learning progressions. The second grade learning standards described in this document represent reasonable expectations for the end of a full year of quality instruction. All children learn at different rates; therefore, children's learning is not uniform. Teachers might need to look at related standards below or above the second grade level to guide instructional approaches.
Early Reader	An early reader has moved beyond the emergent reader stage and is able to apply some reading strategies to interact with texts. An early reader begins to monitor their own reading and self-correct.
Domain	Domain refers to specific aspects of growth and change. When looking at child development, several domains or developmental areas are considered. These include approaches to learning; physical development and health; social and emotional learning; English language arts and literacy; and cognition and knowledge of the world.
Learning Standards	Learning standards are goals for New York State students. Learning standards should be considered the destination; learning ideally intended to be accomplished by the end of an instructional year.
Indicators	Indicators are observable and demonstrative and can be accomplished through play and active engagement. They are examples of how students might demonstrate they are moving towards or achieving the respective standard. The lists of indicators are not exhaustive; they are samples of observable behaviors children may exhibit. Some standards do not provide indicators while other have several. The indicators are not in a specific order, nor should they be used as a check-off list. Not all children will demonstrate how they are moving toward the standard the same way.
Curriculum	Curriculum is the content, concepts, and skills students will learn. Curriculum addresses all domains of learning and all types of learners.
Instruction	Instruction includes the ways (approaches, strategies, environments, materials, interactions, scaffolds) educators choose to teach the curriculum, based on the needs of their students.
Assessment	Assessment includes the processes used to learn more about student learning and progress. Assessment guides and informs teaching and allows students to reflect about their own learning.
Text	The word "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.

Organizational Structure

DOMAIN 1: Approaches to Learning (AL)

How children become involved in learning and acquiring knowledge.

DOMAIN 2: Physical Development and Health (PDH)

Children's physical health and ability to engage in daily activities, both outdoors and inside.

DOMAIN 3: Social and Emotional Learning (SEL)

The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.

DOMAIN 4: English Language Arts and Literacy (ELAL)

How children understand, create, and communicate meaning.

DOMAIN 5: Cognition and Knowledge of the World (Mathematics (MATH), Science (SCI), Social Studies (SOC), the Arts (ARTS), Technology, Computer Science, and Digital Literacy (TECH))

What children need to know and understand about their world and how they apply what they know.

In this document, each of the above key domains of learning is introduced with a brief context statement or set of considerations to help with planning curriculum, instruction, and assessment. Following the brief context, links and notes to original standards documents are provided. These domains are further categorized into topics. Following each topic are learning standards, and in some cases, a set of indicators for the standard. Each second grade learning standard in this document uses a numbering system that includes 2 (for second grade), an abbreviation of the second grade learning domain and an assigned number. For example, **2.ELAL.1**. In some cases, an additional reference code is provided in brackets. The reference code in brackets is the number code used in the full articulation of the standards. For example, **2.ELAL.1** [2RF1]. This allows users to quickly refer to fully articulated standards documents and see how they exist within a continuum across age-ranges and grades. Figure 1 illustrates this structure.

Figure 1: Explanation of the Structure of the Standards Resource

DOMAIN: COMMUNICATION, LANGUAGE, AND LITERACY
PART B: ENGLISH LANGUAGE ARTS AND LITERACY (ELAL)

Second grade domain of learning

Second graders are at varying stages of development as readers, text comprehenders, and writers. Reading stages vary at this level from early readers to grade level and above. Second graders should experience a balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, discussions, and writing that support authentic opportunities to engage with texts to bolster language development, word reading skills, and knowledge building. Second graders should be exposed to and prompted to produce writing for a range of purposes (to entertain, to explain, to persuade). Creating this learning environment can take a variety of formats, including shared readings, paired readings, learning activities, play that incorporates literacy and writing materials, talking, dictating stories and ideas, drawing and illustrating ideas, experimenting with written words, and other literacy activities. We refer to these instructional events as "reading or literacy experiences" because the focus is on using texts, printed and visual, to develop readers' concepts of how meaning is conveyed through reading and writing while building their language and background knowledge within responsive units of study.

Learning domain context and considerations

To further support the implementation of the ELA Standards, additional guidance is provided through a series of topic briefs produced for NYSED by Nonie K. Lesaux, PhD and Emily Phillips Galloway, EdD (http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards).

Links and notes to full articulation of standards, if applicable

Second grade code includes 2 for grade level, letters to indicate the learning domain, and a chronological number

READING FOUNDATIONS

Phonics and Word Recognition

2.ELAL.1. [2RF3] **Knows and applies phonics and word analysis skills in decoding words**

Reference code from full articulation of standards document, if applicable

Learning Standard

2.ELAL.1. Indicators:

a. Distinguishes long and short vowels when reading regularly spelled one-syllable words (including common vowel teams) [2RF3a]
b. Decodes short and long vowel sounds two-syllable words [2RF3b]
c. Decodes regularly spelled two-syllable words [2RF3c]
d. Recognizes and identifies root words and common suffixes and prefixes [2RF3d]
e. Reads all common high-frequency words by sight [2RF3e]

Indicator(s)

Domain 1: Approaches to Learning

DOMAIN: APPROACHES TO LEARNING (AL)

Approaches to Learning contains key skill areas for 21st Century learners. Elementary students build and strengthen these skills when they are integrated throughout the daily curriculum, embedded within instructional practices, and activated during play and cooperative learning. This domain area provides specific learning expectations that support the changing demands of the workforce from rote functions to an emphasis on working with new information and on solving unstructured problems. The skills outlined by these learning standards emphasize developing metacognitive thinking and are the result of the overall learning environment and culture, interactions, language, and instructional practices within classrooms. In second grade, students flex their approaches to learning skills with a greater degree of independence and more concretely when working on academic areas. However, teachers still need to provide a classroom environment and design learning opportunities that foster risk-taking, imaginative thinking, oral language development, idea generation, collaboration, persistence, etc. For example, teachers can plan daily opportunities for planned and unplanned play, interactive activities, and projects that create opportunities for children to practice these skills independently and with peers while being supported by adults, regardless of the content being taught. Multilingual Learners can demonstrate knowledge in English, their home language(s), or both for all content areas. For information on establishing a culturally-responsive classroom environment, reference the NYSED's Culturally Responsive-Sustaining Education Framework (http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf).

PLAY AND ENGAGEMENT IN LEARNING

2.AL.1. Engages in cooperative, purposeful and interactive play and activities that enhance learning and encourage exploration

2.AL.1 Indicators:

a. Engages in play, activities, and games with rules and demonstrates the ability to plan ahead and develop strategies
b. Cooperates with peers across the curriculum
c. Makes connections between prior and new knowledge

2.AL.2. Actively engages in problem solving strategies to achieve goals

2.AL.2 Indicators:

a. Uses strategies to complete unfamiliar activities (e.g., recalls and uses a previously successful strategy, carries out longer- term or multi-step processes)
b. Tries a couple of new ways (e.g., ask a peer, trial and error, breaking tasks into steps, use material in new way) to complete tasks before asking for help or stopping due to frustration
c. Discusses strategies used to solve a problem (e.g., turn and talk, pair and share)

The Practices

Throughout the New York State PK-12 Learning Standards, our practices represent the overarching approaches to learning expected of New York's students throughout their educational career and beyond. These include:

Lifelong Practices of Readers and Writers: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf#page=8

Science and Engineering Practices: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nysscienceintro.pdf#page=4

Social Studies Practices: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-12-intro.pdf#page=10

Standards for Mathematical Practice: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf#page=7

CREATIVITY AND IMAGINATION

2.AL.3. Approaches tasks and problems using materials/strategies in uncommon and creative ways to create, try, or do something new

2.AL.3 Indicators:

a. Uses standardized tools and specialized materials and ideas in innovative ways to explore and express ideas, characters, and objects
b. Brings ideas/concepts together from other areas of learning to further understanding
c. Communicates and discusses ideas

CURIOSITY AND INITIATIVE

2.AL.4. Explores and asks questions for meaningful information about a growing range of topics, ideas, and tasks

2.AL.4 Indicators:

a. Demonstrates interest in exploring new materials and learning from the environment and classroom instruction
b. Engages in discussion with peers and adults to learn and understand something

PERSISTENCE

2.AL.5. Demonstrates persistence

2.AL.5 Indicators:

a. Stays focused on tasks for longer periods of time
b. Continues with or returns to activities despite distractions or interruptions
c. Demonstrates ability to persist with school-tasks and remain focused; shows pride in accomplishments
d. Begins to learn from mistakes in order to grow academically and emotionally

2.AL.6. Demonstrates organizational skills

2.AL.6 Indicators:

a. Organizes materials appropriately (e.g., putting texts in appropriate bin when finished, organizes folders by category)
b. Completes multi-step tasks independently

Domain 2: Physical Development and Health

DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Many teachers are concerned about ensuring adequate physical development and health opportunities without sacrificing cognitive and academic learning time. The good news is that research has shown strong links between healthy eating, physical activity, and improved academic achievement. Multiple opportunities are to be built into the daily curriculum and routines to foster physical development and health. In addition to a daily schedule that provides ample time for planned physical activities and outings, teachers can integrate physical development and health with other domains of learning. For example, they can incorporate opportunities for large and small muscle movement through games, music, dance, art; promote healthy habits in authentic ways through learning centers and play; and build a sense of well-being through routines, integrated curriculum design, and instructional strategies.

New York State was in the process of finalizing K-12 standards in this area at the time of publication. The standards below are based on the most recent version (as of September 2019). To view the most recent NYS Learning Standards for Physical Education, visit http://www.nysed.gov/curriculum-instruction/physical-education/.

PHYSICAL DEVELOPMENT

2.PDH.1. [NY.S1.1-4] **Demonstrates competency in a variety of motor skills and movement patterns through sport skills, games, dance, movement, rhythmic activities and lifetime activities**
2.PDH.1. Indicators:

a. Demonstrates mature (fluid) patterns of locomotor, non-locomotor, and manipulative skills
b. Demonstrates mature (fluid) patterns of locomotor, non-locomotor, and manipulative skills in dance, movement and rhythmic activities

2.PDH.2 [NY.S2.1-2] **Applies knowledge of concepts, principles, strategies and tactics related to movement and performance through movement concepts**
2.PDH.2 Indicator:

a. Combines movement concepts into simple travel

PHYSICAL FITNESS

2.PDH.3. [NY.S3.1-2] **Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness through fitness planning and additional health-enhancing behaviors**
2.PDH.3 Indicators:

a. Explains the effects of exercise on the body
b. Explains how health-enhancing behaviors influence overall wellness

PHYSICAL HEALTH AND WELL-BEING

2.PDH.4. [NY.S5.1-3] **Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression**

2.PDH.4 Indicators:

a. Recognizes how physical activity contributes to overall wellness
b. Recognizes and attempts challenging skills
c. Describes positive feelings and personal reasons for enjoying and participating in physical activities

PHYSICAL SAFETY

2.PDH.5. [NY.S4.1-3] **Exhibits responsible personal and social behavior that respects self and others through self-awareness and management, social awareness and relationship skills, and responsible decision-making**

2.PDH.5 Indicators:

a. Identifies responsible personal behavior and responds appropriately to feedback in physical activity settings
b. Recognizes the importance of personal and social responsibility in physical activity settings
c. Identifies strategies to reinforce positive decisions in physical activity settings

RESOURCE MANAGEMENT

2.PDH.6. [NY.S6.1-2] **Recognizes career opportunities and manages personal and community resources to achieve and maintain overall wellness**

2.PDH.6 Indicator:

a. Identifies personal resources that support participation in physical activity

Domain 3: Social and Emotional Learning

DOMAIN: SOCIAL AND EMOTIONAL LEARNING (SEL)

All children learn within social contexts and relationships. Learning through social context and relationships is especially important for young children, making the social and emotional domain a key lever to support children's learning across all domains. Extensive research indicates that effective mastery of social emotional competencies is associated with greater well-being and better school performance. It also supports the brain's ability to hold onto and work with information, concentrate, filter distractions, and adapt. This domain area has become increasingly important across all age and grade spans, not only to support academic achievement, but also for overall wellbeing through adulthood. Like all areas of learning and development, children's social and emotional development varies greatly just by nature of maturity and experience and should be viewed as benchmarks. The instructional goal is for children to have ample opportunities to develop and practice social and emotional skills, observe and experience positive behavior models, and establish and reinforce positive relationships with caring adults and peers.

NYSED developed student learning benchmarks to support social and emotional development for K-12. The K-12 benchmarks are organized by grade bands. The benchmarks are banded across kindergarten-third grade. To see the K-12 benchmarks, visit the *New York State Social Emotional Learning Benchmarks* (*http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf*).

SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

2.SEL.1. [1A] **Identifies and manages emotions and behaviors**
2.SEL.1. Indicators:
a. Recognizes and describes emotions and how they are linked to behavior [1A.1a.]
b. Demonstrates control of impulsive behavior [1A.1b.]

2.SEL.2. [1B] **Recognizes personal qualities and external supports**
2.SEL.2. Indicators:
a. Describes one's likes, dislikes, needs, wants, strengths, challenges, and opinions [1B.1a.]
b. Identifies examples of family, peer, school, and community strengths and supports [1B.1b.]

2.SEL.3. [1C] **Demonstrates skills related to achieving personal and academic goals**
2.SEL.3. Indicators:
a. Describes why learning is important in helping students achieve personal goals [1C.1a.]
b. Identifies goals for personal behavior progress, achievement, or success [1C.1b.]

SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

2.SEL.4. [2A.] **Recognizes the feelings and perspectives of others**
2.SEL.4. Indicators:
a. Recognizes that others may experience situations differently from oneself [2A.1a.]
b. Uses listening skills to identify the feelings and perspectives of others [2A.1b.]

2.SEL.5. [2B.] **Recognizes individual and group similarities and differences**
2.SEL.5. Indicators:
a. Describes the ways that people are similar and different [2B.1a.]
b. Describes positive qualities in others [2B.1b.]

2.SEL.6. [2C.] **Uses communication and social skills to interact effectively with others**
2.SEL.6. Indicators:
a. Identifies ways to work and play well with others [2C.1a.]
b. Demonstrates adaptability and appropriate social behavior at school [2C.1b.]

2.SEL.7. [2D.] **Demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways**
2.SEL.7. Indicators:
a. Identifies problems and conflicts commonly experienced by peers [2D.1a.]
b. Identifies approaches to resolving conflicts constructively [2D.1b.]

2.SEL.8. [3A.] **Considers ethical, safety, and societal factors in making decisions**
2.SEL.8. Indicators:
a. Explains why acts that hurt others are wrong [3A.1a.]
b. Identifies social norms and safety considerations that guide behavior [3A.1b.]

DECISION-MAKING SKILLS

2.SEL.9. [3B.] **Applies decision-making skills to deal responsibly with daily academic and social situations**
2.SEL.9. Indicators:
a. Identifies a range of decisions that students make at school and at home [3B.1a.]
b. Makes positive choices when interacting with classmates [3B.1b.]

2.SEL.10. [3C.] **Contributes to the well-being of one's school and community**
2.SEL.10. Indicators:
a. Identifies and performs roles that contribute to one's classroom [3C.1a.]
b. Identifies and performs roles that contribute to one's family [3C.1b.]

ADAPTABILITY

2.SEL.11. Adapts to change
2.SEL.11. Indicators:
a. Adjusts behavior for different settings and/or events
b. Uses a variety of strategies to cope with change

Domain 4: English Language Arts and Literacy

DOMAIN: English Language Arts and Literacy

Second graders are at varying stages of development as readers, text comprehenders, and writers. Reading stages vary at this level from early readers to grade level and above. Second graders should experience a balance of literature and informational texts in the context of instruction designed to create opportunities to engage with a variety of topics, texts, discussions, and writing that support authentic opportunities to engage with texts to bolster language development, word reading skills, and knowledge building. Second graders should be exposed to and prompted to produce writing for a range of purposes (to entertain, to explain, to persuade). Creating this learning environment can take a variety of formats, including shared readings, paired readings, learning activities, play that incorporates literacy and writing materials, talking, dictating stories and ideas, drawing and illustrating ideas, experimenting with written words, and other literacy activities. We refer to these instructional events as "reading or literacy experiences" because the focus is on using texts, printed and visual, to develop readers' concepts of how meaning is conveyed through reading and writing while building their language and background knowledge within responsive units of study.

For more information on New York State's Next Generation ELA Standards, including introductory text complexity statements, visit http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards.

To further support the implementation of the ELA Standards, additional guidance is provided through a series of topic briefs produced for NYSED by Nonie K. Lesaux, PhD and Emily Phillips Galloway, EdD (http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards).

READING FOUNDATIONS

Phonics and Word Recognition

2.ELAL.1. [2RF3] **Knows and applies phonics and word analysis skills in decoding words**
2.ELAL.1. Indicators:

a. Distinguishes long and short vowels when reading regularly spelled one-syllable words (including common vowel teams) [2RF3a]
b. Decodes short and long vowel sounds two-syllable words [2RF3b]
c. Decodes regularly spelled two-syllable words [2RF3c]
d. Recognizes and identifies root words and common suffixes and prefixes [2RF3d]
e. Reads all common high-frequency words by sight [2RF3e]

Note: Multilingual Learners can demonstrate this standard when they recognize that letters have similar and different sounds in English and their home language(s).

Fluency

2.ELAL.2. [2RF4] **Reads grade-level text with sufficient accuracy and fluency to support comprehension**
2.ELAL.2. Indicators:

a. Reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings [2RF4a]
b. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary [2RF4b]

Note: The word "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.

READING – LITERARY AND INFORMATIONAL TEXTS

Key Ideas and Details

2.ELAL.3. [2R1] **Develops and answers questions to demonstrate an understanding of key ideas and details in a text**

2.ELAL.4. [2R2] **Identifies a main topic or central idea and retells key details in a text; summarizes portions of a text**

Note: Non-verbal students can retell using sign language or a storyboard or by alternative methods. Multilingual learners can also use a storyboard or retell in English, their home language(s), or both.

2.ELAL.5. [2R3] **In literary texts, describes how characters respond to major events and challenges; in informational texts, describes the connections between ideas, concepts, or a series of events**

Note: The following are examples of literature and informational text types.

LITERATURE: picture books, stories, drama, poetry, fiction, fairytales, nursery rhymes, folk tales, tall tales, and other literary texts

INFORMATIONAL TEXTS: 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

Craft and Structure

2.ELAL.6. [2R4] **Explains how words and phrases in a text suggest feelings and appeal to the senses**

2.ELAL.7. [2R5] **Describes the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text**

2.ELAL.8. [2R6] **Identifies examples of how illustrations, text features, and details support the point of view or purpose of the text**

Integration of Knowledge and Ideas

2.ELAL.9. [2R7] **Demonstrates understanding of story elements and/or topics by applying information gained from illustrations or text features**

2.ELAL.10. [2R8] **Explains how specific points the author or illustrator makes in a text are supported by relevant reasons**

2.ELAL.11. [2R9] **Makes connections between self and text (texts and other people/world)**

WRITING – PRODUCTION AND RANGE

Note: Multilingual Learners may demonstrate writing skills in English, their home language(s), or both.

Text Types and Purposes

2.ELAL.12. [2W1] **Writes an opinion about a topic or personal experience, using clear reasons and relevant evidence**
Note: 2nd grade students should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons.

2.ELAL.13. [2W2] **Writes an informative/explanatory text that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section**

2.ELAL.14. [2W3] **Writes narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; uses temporal words to signal event order, and provide a sense of closure**

2.ELAL.15. [2W4] **Creates a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other)**

Research to Build and Present Knowledge

2.ELAL.16. [2W6] **Develops questions and participates in shared research and exploration to answer questions and to build knowledge**

2.ELAL. 17. [2W7] **Recalls and represents relevant information from experiences or gathers information from provided sources to answer questions**

SPEAKING AND LISTENING

Note: Multilingual Learners may demonstrate writing skills in English, their home language(s), or both.

Comprehension and Collaboration

2.ELAL.18. [2SL1] **Participates in collaborative conversations with diverse peers and adults in small and large groups and during play**
2.ELAL.18. Indicators:

a. Follows agreed-upon rules for discussions and participates by actively listening, taking turns, and staying on topic [2SL1a]
b. Builds on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges [2SL1b]
c. Asks for clarification and further explanation as needed about topics and texts under discussion [2SL1c]
d. Considers individual differences when communicating with others [2SL1d]

2.ELAL.19. [2SL2] **Recounts or describes key ideas or details of diverse texts and formats**

2.ELAL.20. [2SL3] **Develops and answers questions about what a speaker says; agrees or disagrees with the speaker's point of view, providing a reason(s)**

Presentation of Knowledge and Ideas

2.ELAL.21. [2SL4] **Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly**

2.ELAL.22. [2SL5] **Includes digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings**

2.ELAL.23. [2SL6] **Expresses thoughts, feelings, and ideas clearly, adapting language according to context**

LANGUAGE

Conventions of Academic English/Language for Learning

***2.ELAL.24.** [1L1] **Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.** *Organized within grade bands. These banded skills below can also be found in Appendix A at the end of the Next Generation ELA Learning Standards, located at; http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of second grade.
Note: *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.

Note: 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.

a. Prints upper- and lowercase letters in their name → Prints many upper- and lowercase letters→ Prints all upper- and lowercase letters
b. Uses frequently occurring nouns and verbs (orally) → Uses frequently occurring nouns and verbs
c. Uses common, proper, and possessive nouns
d. Uses collective nouns (e.g., group)
e. Forms and uses regular plural nouns (e.g., dog, dogs; wish, wishes)
f. Forms and uses frequently occurring irregular plural nouns (e.g., feet, children, mice, fish)
g. Uses singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump)
h. Understands and uses interrogatives (question words—e.g., who, what, where, when, why, how)
i. Uses frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
j. Produces and expands complete sentences in shared language activities
k. Uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) → Uses reflexive pronouns (e.g., myself, ourselves)
l. Uses verbs → Uses 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) → Forms and uses the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)
m. Uses frequently occurring adjectives → Uses adjectives or adverbs appropriately
n. Uses frequently occurring conjunctions (e.g., and, but, or, so because) → Uses frequently occurring transition words (e.g., first, then, therefore, finally)
o. Produces and expands complete sentences → Understands and uses 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)

***2.ELAL.25.** [1L2] **Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing.** *Organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2nd grade.
Note: *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.

Note: 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.

a. Attempts to write symbols or letters to represent words
b. Spells simple words phonetically, drawing on knowledge of sound-letter relationships → Spells unknown words phonetically, drawing on phonemic awareness and spelling conventions → Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words → Generalizes learned spelling patterns when writing words (e.g., cage → rage; boy → toy)
c. Writes a letter or letters for most consonant and short-vowel sounds (phonemes)
d. Consults reference materials as needed to check and correct spellings
e. Recognizes and names end punctuation → Uses end punctuation for sentences
f. Capitalizes the first letter of their name → Capitalizes the first word in a sentence and the pronoun I → Capitalize dates and names of people → Capitalize names, places, and holidays
g. Uses commas in dates and to separate single words in a series → Use commas in greetings and closings of letters
h. Uses an apostrophe to form contractions and frequently occurring possessives

Vocabulary Acquisition and Use

2.ELAL.26. [2L4] **Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies**
2.ELAL.26. Indicators:
a. Uses sentence-level context as a clue to the meaning of a word or phrase [2L4a]
b. Determines the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)
c. Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
d. Uses knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly)
e. Uses glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases

2.ELAL.27. [2L5] **Demonstrates understanding of word relationships and word meanings**
2.ELAL.27. Indicators:
a. Identifies real-life connections between words and their use [2L5a]
b. Uses words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy) [2L5b]
c. Distinguishes shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny) [2L5c]
d. Uses 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)

Domain 5A: Cognition and Knowledge of the World: Mathematics

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
MATHEMATICS (MATH)

Mathematical learning is highly sequential in nature and dependent on prior mathematical knowledge. Teachers should individualize mathematics instruction, meeting students where they currently are rather than teaching a skill regardless of students' understanding. In second grade, base-ten understanding is expanded to hundreds which will allow for sophistication to occur in the expanding counting sequence. Proficiency with mental computations is developed thru skip-counting by 5s, 10s and 100s. Students in second grade further develop the skills and knowledge gained in first grade; moving toward addition and subtraction problem situations of higher complexity. Students develop familiarity with polygons and continue their work with partitioning circles and rectangles into halves, quarters, as well as thirds. Assuming students have the foundation, second grade should focus on **four key areas:** 1) extending understanding of base-ten; 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.

Manipulatives such as physical models of hundreds, tens and ones, and visual models such as math drawings and number lines, are important parts of the second-grade classroom. Mathematical thinking and vocabulary are integrated across the curriculum, connecting manipulatives and visual models to written symbols and mathematical methods.

For more information on New York State's Next Generation Mathematics Learning Standards, including introductory statements, suggestions for connecting the Standards for Mathematical Practice to mathematical content, within-grade connections, and coherence progressions, visit http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-mathematics-learning-standards.

For additional information regarding learning progressions in mathematics, visit The University of Arizona, Institute for Mathematics and Education Progression Documents http://ime.math.arizona.edu/progressions/.

OPERATIONS AND ALGEBRAIC THINKING

Represents and solves problems involving addition and subtraction

2.MATH.1. [NY-2.OA.1a and 1b] **Uses addition and subtraction within 100 to solve one step and develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions**
Note: Problems should be represented using objects, drawings, and equations with a symbol for the unknown number. Problems should be solved using objects or drawings and equations.

Adds and subtracts within 20

2.MATH.2. [NY-2.OA.2a] **Fluently adds and subtracts within 20 using mental strategies, including: 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**

2.MATH.3. [NY-2.OA.2b] **Knows from memory all sums within 20 of two one-digit numbers**
Note: *Fluently* adding and subtracting within 20 in second grade means students can find sums and differences

within 20 reasonably quickly and say or write it. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies. For more information on fluency, see *Grade K–5, Counting and Cardinality and Operations and Algebraic Thinking*, pp. 18-19 and *Adding it Up*, pp. 182-195.

Works with equal groups of objects to gain foundations for multiplication

2.MATH.4. [NY-2.OA.3a] **Determines whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s)**

2.MATH.5. [NY-2.OA.3b] **Writes an equation to express an even number as a sum of two equal addends**

2.MATH.6. [NY-2.OA.4] **Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; writes an equation to express the total as a sum of equal addends**

NUMBER AND OPERATIONS IN BASE TEN

Understands place value

2.MATH.7. [NY-2.NBT.1a-b] **Understands that the digits of a three-digit number represent amounts of hundreds, tens, and ones; A) understands 100 can be thought of as a bundle of ten tens, called a "hundred"; B) understands that 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.MATH.8. [NY-2.NBT.2] **Counts within 1000; skip-counts by 5s, 10s, and 100s**

2.MATH.9. [NY-2.NBT.3] **Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form (e.g., expanded form: 237 = 200 + 30 + 7)**

2.MATH.10. [NY-2.NBT.4] **Compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons**

Uses place value understanding and properties of operations to add and subtract

2.MATH.11. [NY-2.NBT.5] **Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction**
Note: Fluency with procedures (procedural fluency) means students are accurate, efficient, flexible, and know when and how to use them appropriately. Developing fluency requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to apply in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure. For more on developing procedural fluency, reference *Adding it Up*, pp. 121-124.

2.MATH.12. [NY-2.NBT.6] **Adds up to four two-digit numbers using strategies based on place value and properties of operations**

2.MATH.13. [NY-2.NBT.7a] **Adds and subtracts within 1000, using: concrete models or drawings, and strategies based on place value, properties or operations, and/or the relationship between addition and subtraction; relates the strategy to a written representation** (any way of showing a strategy using words, pictures, or numbers)

2.MATH.14. [NY-2.NBT.7b] **Understands 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**

2.MATH.15. [NY-2.NBT.8] **Mentally adds 10 or 100 to a given number 100-900, and mentally subtracts 10 or 100 from a given number 100-900**

2.MATH.16. [NY-2.NBT.9] **Explains why addition and subtraction strategies work, using place value and the properties of operations**
Note: Explanations may be supported by drawings or objects.

MEASUREMENT AND DATA

Measures lengths indirectly and by iterating length units

2.MATH.17. [NY-2.MD.1] **Measures 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.MATH.18. [NY-2.MD.2] **Measures the length of an object twice, using different "length units" for the two measurements; describes how the two measurements relate to the size of the unit chosen**

2.MATH.19. [NY-2.MD.3] **Estimates lengths using units of inches, feet, centimeters, and meters**

2.MATH.20. [NY-2.MD.4] **Measures to determine how much longer one object is than another, expressing the length difference in terms of a standard "length unit"**

Relates addition and subtraction to length

12.MATH.21. [NY-2.MD.5] **Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units** (e.g., using drawings and equations with a symbol for the unknown number to represent the problem)

2.MATH.22. [NY-2.MD.6] **Represents whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represents whole-number sums and differences within 100 on a number line**

Works with time and money

2.MATH.23. [NY-2.MD.7] **Tells and writes time from analog and digital clocks in five-minute increments, using a.m. and p.m.; develops an understanding of common terms, such as, but not limited to, quarter past, half past, and quarter to**

2.MATH.24. [NY-2.MD.8a] **Counts a mixed collection of coins whose sum is less than or equal to one dollar**

2.MATH.25. [NY-2.MD.8b] **Solves a real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, the cent symbol appropriately (e.g., If you have 2 quarters, 2 dimes and 3 pennies, how many cents do you have?)**
Note: Students are not introduced to decimals, and therefore the dollar symbol, until fourth grade.

Represents and interprets data

2.MATH.26. [NY-2.MD.9] **Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object; presents the measurement data in a line plot, where the horizontal scale is marked off in whole-number units**

2.MATH.27. [NY-2.MD.10] **Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solves simple put-together, take-apart, and compare problems using information presented in a picture graph or a bar graph**

GEOMETRY

Reasons with shapes and their attributes

2.MATH.28. [NY-2.G.1] **Classifies two-dimensional figures as polygons or non-polygons**

2.MATH.29. [NY-2.G.2] **Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them**

2.MATH.30. [NY-2.G.3] **Partitions circles and rectangles into two, three, or four equal shares; describes the shares using words halves, thirds, half of, a third of, etc.; describes the whole as two halves, three thirds, four fourths; recognizes that equal shares of identical wholes need not have the same shape**

Domain 5B: Cognition and Knowledge of the World: Science

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
SCIENCE (SCI)

Second grade students have a sense of wonder about the natural world and are curious about natural phenomena. Teachers can foster young learners' natural inclination toward scientific exploration, discovery, and experimentation by planning responsive, integrated units of study. The inclusion of science topics and scientific inquiry provides children with opportunities to develop questions, make and discuss predictions, engage in hands-on experiments and observations, record observations, and compare and describe their ideas.

For additional information on New York State's Science Learning Standards, instructional approaches that support science learning, and connections of NYS Next Generation Learning Standards visit http://www.nysed.gov/curriculum-instruction/science-learning-standards.

STRUCTURE AND PROPERTIES OF MATTER

2.SCI.1. [2-PSI-1.] **Plans and conducts investigations to describe and classify different kinds of materials by their observable properties**
Note: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

2.SCI.2. [2-PSI-2.] **Analyzes data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose**
Note: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.

2.SCI.3. [2-PSI-3.] **Makes observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object**
Note: Examples of pieces could include blocks, building bricks, cardboard boxes, or other assorted small objects.

2.SCI.4. [2-PSI-4.] **Constructs an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot**
Note: An example of a reversible change could include freezing and melting. An example of an irreversible change could include cooking an egg.

INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS

2.SCI.5. [2-LS2-1.] **Plans and conducts an investigation to determine if plants need sunlight and water to grow**

2.SCI.6. [2-LS2-2.] **Develops a simple model that illustrates how plants and animals depend on each other for survival**
Note: Examples could include animals dispensing seeds or pollinating plants, and plant providing food, shelter, and other materials for animals.

2.SCI.7. [2-LS4-1.] **Makes observations of plants and animals to compare the diversity of life in different habitats**
Note: Emphasis is on the diversity of living things in each of a variety of different habitats.

EARTH'S SYSTEMS: PROCESSES THAT SHAPE THE EARTH

2.SCI.8. [2-ESS1-1.] **Uses information from several sources to provide evidence that Earth events can occur quickly or slowly**
Note: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and weathering and erosion of rocks, which may occur slowly.

2.SCI.9. [2-ESS2-1.] **Compares multiple solutions designed to slow or prevent wind or water from changing the shape of the land**
Note: Examples of solutions could include different designs for using rocks, shrubs, grass, and trees to hold back wind, water, and land.

2.SCI.10. [2-ESS2-2.] **Develops a model to represent the shapes and kinds of land and bodies of water in an area**

2.SCI.11. [2-ESS2-3.] **Obtains information to identify where water is found on Earth and that it can be solid or liquid**

ENGINEERING DESIGN

**Engineering Design standards are organized in grade bands. The student is expected to know and be able to use these skills by the end of second grade.*

***2.SCI.12.** [K-2-ETS1-1.] **Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool**

***2.SCI.13.** [K-2-ETS1-2.] **Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem**

***2.SCI.14.** [K-2-ETS1-3.] **Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs**

Domain 5C: Cognition and Knowledge of the World: Social Studies

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
SOCIAL STUDIES (SOC)

Social Studies in second grade builds on first grade by moving from a focus on families to communities. Second graders are learning about "My Community and Other Communities". Second graders learn about their local community and the characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Second graders also examine the availability of resources and the interdependence within and across communities. The Social Studies Practices outlined for Grade 2 serve as a backdrop to the Social Studies Framework and are present throughout the standards below. These practices include: Gathering, Interpreting, and Using Evidence; Chronological Reasoning and Causation; Comparison and Contextualization (e.g. describe an event in their family); and Civic Participation.

To learn more about these practices and New York State's K-12 Social Studies Framework, visit http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework.

INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY

2.SOC.1. [2.1] **Recognizes a community is a population of various individuals in a common location which can be characterized as urban, suburban, or rural**

2.SOC.1. Indicators:

a. Identifies the characteristics of urban communities, or cities (dense population and land is occupied primarily by buildings and structures for residential and business purposes) [2.1a]
b. Identifies the characteristics of suburban communities (outskirts of cities where human population is less dense, and buildings and homes are spaced farther apart) [2.1b]
c. Identifies the characteristics of rural communities (large expanses of open land and significantly lower populations than urban or suburban communities) [2.1c]
d. Determines in which type of community they live [2.1c]

2.SOC.2. [2.1] **Understands population density and use of the land are some characteristics that define and distinguish types of communities**

2.SOC.2. Indicators:

a. Discusses different types of housing (apartment, single-family, etc.) and the proximity of houses to each other [2.1c]
b. Understands the term "population density" and how it applies to different communities [2.1c]
c. Identifies activities that are available in each type of community, and discusses how those activities affect the people living in that community [2.1d]

2.SOC.3. [2.2] **Recognizes people share similarities and differences with others in their own community and with other communities**

2.SOC.3. Indicators:

a. Examines the ethnic and/or cultural groups represented in their classrooms [2.2a]
b. Explores the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups [2.2a]

c. Identifies community events that help promote a common community identity [2.2a]
d. Explores how different ideas, talents, perspectives, and cultures are shared across their community [2.2b]

CIVIC IDEALS AND PRACTICES

2.SOC.4. [2.3] **Begins to understand that the United States is founded on democratic principles of equality, fairness, and respect for authority and rules**
2.SOC.4. Indicators:
a. Explores democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community [2.3a]
b. Examines ways government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority [2.3b]
c. Learns about the process of voting and what opportunities adults in the community have for participation [2.3c]
d. Participates in voting within the classroom and in school, as appropriate [2.3c]
e. Examines the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore [2.3d]

2.SOC.5. [2.4] **Communicates communities have rules and laws that affect how they function**
2.SOC.5. Indicator:
a. Explains importance of making fair laws and rules, the benefits of following them, and the consequences of violating them [2.4a]
b. Identifies who makes and enforces the rules and laws in their community; explores how leaders make and enforce these rules and laws [2.4b]

2.SOC.6. [2.4] **Begins to understand citizens contribute to a community's government through leadership and service**
2.SOC.6. Indicators:
a. Explores opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, thank you notes, fund raiser)
b. Identifies how adults can provide service to the school and community at large

GEOGRAPHY, HUMANS, AND THE ENVIRONMENT

2.SOC.7. [2.5] **Begins to recognize geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves**
2.SOC.7. Indicators:
a. Locates their community on maps and/or globes [2.5a]
b. Examines how land within a community is used and classifies land use as "residential" (used for housing), "industrial" (used to make things), "commercial" (used to provide services" and "recreational" (where people play or do sports) [2.5a]
c. Creates maps including maps that represent their classroom, school, or community and maps that illustrate places in stories [2.5a]
d. Compares how different communities in their state or nation have developed, and explains how physical features of the community affect the people living there [2.5b]
e. Explores how humans have positively and negatively affected the environment of their community through such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks [2.5c]
f. Describes the means people create for moving people, goods, and ideas in their communities [2.5c]
g. Uses a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community [2.5d]
h. Locates the equator, northern and southern hemispheres, and poles on the globe [2.5d]

i. Uses maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community, New York State, and the nation [2.5d]

TIME, CONTINUITY, AND CHANGE

2.SOC.8. [2.6] **Begins to understand historical developments by identifying continuities and changes over time**
2.SOC.8. Indicators:

a. Examines continuities and changes over time in their community, using evidence such as map, photographs, biographies, and other historical materials [2.6b]
b. Develops a timeline for their community, including important events, such as when the school was built [2.6b]

2.SOC.9. [2.7] **Recognizes that cause and effect relationships help us to understand the changes in communities**
2.SOC.9. Indicator:

a. Distinguishes between cause and effect and examines changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms) [2.7a]

ECONOMIC SYSTEMS

2.SOC.10. [2.8] **Understands that communities face different challenges in meeting their needs and wants**
2.SOC.10. Indicators:

a. Investigates what resources are available in their community and what resources are obtained from neighboring communities [2.8a]
b. Examines how available resources differ in communities (e.g., farm stands in rural areas vs. supermarkets in urban areas) [2.8a]
c. Explores economic decision making [2.8b]

2.SOC.11. [2.9] **Understands a community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants**

Domain 5D: Cognition and Knowledge of the World: The Arts

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
THE ARTS (ARTS)

The arts develop a variety of children's skills, thought processes, and socio-emotional understandings through dance, music, theater, visual and media arts. The Arts standards explore four artistic processes: Create, Present/ Perform/ Produce, Respond, and Connect. At the second grade level, when possible, integration of the Arts is included in classroom units of study and collaboration occurs between the arts teacher and the classroom teacher.

The NYS P-12 Learning Standards for the Arts provide additional indicators as well as instructional notes embedded throughout. To see the full articulation of the NYS P-12 Arts Standards, visit http://www.nysed.gov/curriculum-instruction/arts. To access glossaries (Dance, Media Arts, Music, Theater, and Visual Arts) and

additional resources, visit http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources.

DANCE

2.ARTS.1. [DA:Cr1-3.2] **Creates Dance**
2.ARTS.1. Indicators:

a. Observes and explores movement elements and skills inspired by a variety of stimuli (music/sound, text, objects/props, observed dance through video or live performance, etc.); suggests additional sources for movement ideas
b. Improvises a dance with a beginning, middle, and end and a main idea; chooses movements; describes movement choices (orally or in drawing)

2.ARTS.2. [DA:Pr4-6.2] **Performs Dance**
2.ARTS.2. Indicators:

a. Demonstrates clear facings and intent when performing locomotor (walk, skip, gallop) and non-locomotor (swing, twist, bend) movement sequences and space when creating dance performance
b. Demonstrates same side, cross-body locomotor and non-locomotor movements, and different spatial relationships and simple dance sequences requiring moving through space with a variety of pathways (curved, straight, zigzag)
c. Dances for and with others while maintaining awareness of performance expectations as a dancer (silence, focus) in both formal and informal settings

2.ARTS.3. [DA:Re7-9.2] **Responds to Dance**
2.ARTS.3. Indicators:

a. Identifies contrasting movement patterns, dance genres, and cultural movement practices
b. Identifies characteristics of dance style and explains how the movement characteristics of the dance make it interesting and create points of focus, using simple dance terminology

2.ARTS.4. [DA:Cn10-11.2] **Connects with Dance**
2.ARTS.4. Indicators:

a. Creates and performs a dance that expresses personal meaning; explains how dance choice expresses own experience
b. Responds to a dance work by discussing what they see, think, and wonder about the dance

MEDIA ARTS

We recognize that not all second grade programs have the technological supports for all items under the media arts standards. However, simple media arts experiences can be designed with minimal technology, or media technology found in most classrooms. A helpful idea is to think of media arts as "4-D art", which includes the element of time. Some examples include video, animation, a recording of viewer interaction with an artwork that changes its physical qualities over time (e.g., an artwork made of food, which gets eaten over time), a sequence or series of still images that are experienced simultaneously with sound patterns or music (slide presentation), etc.

2.ARTS.5. [MA:Cr1-3.2] **Creates Media Arts**
2.ARTS.5. Indicators:

a. Experiments and collaborates to discover ideas for media artwork
b. Creates, assembles, and unifies chosen media art content with adjustments and refinements

2.ARTS.6. [MA:Cr4-6.2] **Produces Media Arts**
2.ARTS.6. Indicators:
a. Examines different art forms and content of media artwork
b. Demonstrates the use of presentation tools and techniques

2.ARTS.7. [MA:Re7-9.2] **Responds to Media Arts**
2.ARTS.7. Indicators:
a. Identifies and describes components of media art and how it communicates different messages
b. Uses learned vocabulary to express preferences about artwork

2.ARTS.8. [MA:Cn10-11.2] **Connects with Media Arts**
2.ARTS.8. Indicators:
a. Chooses personal experiences, interests, and relevant information for creating meaningful media artwork
b. Discusses media art connection to culture, past and present

MUSIC

2.ARTS.9. [MU:Cr1-3.2] **Creates Music**
2.ARTS.9. Indicator:
a. Generates rhythmic and melodic patterns and musical ideas for a specific purpose, within the context of tonality (major and minor) and meter (duple and triple)

2.ARTS.10. [MU:Pr4-6.2] **Performs Music**
2.ARTS.10. Indicators:
a. Demonstrates knowledge of music concepts (e.g., tonality ad meter) in music selected for performance
b. Demonstrates knowledge of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent
c. Performs music appropriately, with expression and technical accuracy, for an audience and purpose

2.ARTS.11. [MU:Re7-9.2] **Responds to Music**
2.ARTS.11. Indicators:
a. Explains and demonstrates how personal interests and experiences influence selection of teacher-provided music
b. Demonstrates knowledge of music concepts and how they support creators'/performers' expressive intent
c. Applies personal and expressive preferences in the evaluation of music for specific purposes

2.ARTS.12. [MU:Cn10-11.2] **Connects with Music**
2.ARTS.12. Indicators:
a. Generates musical soundscapes to portray stories, characters, emotions, and/or ideas
b. Illustrates musical ideas through movements (e.g., dramatizations of books and stories)
c. Performs folk music from a variety of cultures; identifies the music's culture of origin

THEATER

2.ARTS.13. [TH:Cr1-3.2] **Creates Theatrical Arts**
2.ARTS.13. Indicators:
a. Proposes plot details, contributing ideas and making collaborative decisions to advance a story in a guided drama experience
b. Uses and adapts sounds and movements in a guided drama experience, identifying ways in which voice, sounds, and dialogue may be used to create or retell a story
c. Collaborates with peers to conceptualize scenery in a guided drama experience

2.ARTS.14. [TH:Pr4-6.2] **Performs Theatrical Arts**
2.ARTS.14. Indicators:
a. Alters voice and body to develop a character in a guided drama experience; demonstrates the relationship between body, voice, and mind
b. Explores and experiments with various technical elements (props, costumes, sound, light, etc.) in a guided drama experience
c. Contributes to group guided drama experiences and informally shares with peers

2.ARTS.15. [TH:Re7-9.2] **Responds to Theatrical Arts**
2.ARTS.14. Indicator:
a. Recalls why artistic choices were made in drama experience

2.ARTS.16. [TH:Cn10-11.2] **Connects with Theatrical Arts**
2.ARTS.16. Indicators:
a. Relates character experiences to personal experiences in a guided drama experience
b. Identifies similarities and differences in stories from multiple cultures in a drama experience

VISUAL ARTS

2.ARTS.17. [VA:Cr1-3.2] **Creates Visual Arts**
2.ARTS.17. Indicator:
a. Experiments with various materials and tools to create art or design that explores personal interests, questions, and curiosity

2.ARTS.18. [VA:Pr4-6.2] **Presents Visual Arts**
2.ARTS.18. Indicators:
a. Distinguishes between different materials and techniques when preparing artwork for presentation
b. Analyzes how art is exhibited and how it contributes to communities

2.ARTS.19. [VA:Re7-9.2] **Responds to Visual Arts**
2.ARTS.19. Indicators:
a. Recognizes and describes visual characteristics of natural and constructed environments
b. Uses learned art vocabulary to express preferences about artwork

2.ARTS.20. [VA:Cn10-11.2] **Connects with Visual Arts**
2.ARTS.20. Indicators:
a. Identifies times, places, and reasons that students make art outside of school
b. Compares and contrasts objects with different design but similar function

Domain 5E: Cognition and Knowledge of the World: Technology, Computer Science, and Digital Literacy

DOMAIN: COGNITION AND KNOWLEDGE OF THE WORLD
TECHNOLOGY, COMPUTER SCIENCE, AND DIGITAL LITERACY

For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use technology. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship.

The New York State Technology Standards are embedded in the former Math, Science, and Technology (MST) Learning Standards Document (1996). **These standards are banded into elementary learning standards; children are expected to be proficient in the elementary learning standards by the end of fourth grade.** The full articulation of the standards can be referenced on the Technology Learning Standards webpage (http://www.p12.nysed.gov/cte/technology/learn.html).

Computer Science and Digital Literacy Standards are currently under development at the New York State Education Department. The standards are organized into six Concepts: Computational Thinking and Programming, Data and Artificial Intelligence, Networks and Systems Design, Cybersecurity, Impacts of Computing, and Digital Literacy. The Computer Science and Digital Literacy Standards will be banded from grades kindergarten through second grade. Additional information can be found on NYSED's Computer Science and Digital Fluency webpage.

For information pertaining to how technology and media might be used in second grade classrooms, visit the National Association for the Education of Young Children (https://www.naeyc.org/resources/topics/technology-and-media).

2.TECH.1. Uses mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions

2.TECH.1. Indicators:

a. Describes objects, imaginary or real, that might be modeled or made differently and suggests ways in which the objects can be changed, fixed, or improved
b. Investigates prior solutions and ideas from books, magazines, family, friends, neighbors, and community members
c. Generates ideas for possible solutions, individually and through group activity
d. Evaluates ideas for possible solutions and determines the best solution; explains reasoning

2.TECH.2. Accesses, generates, processes, and transfers information using appropriate technologies

2.TECH.2. Indicators:

a. Uses a variety of tools to enter, process, display, and communicate information in different forms using text, pictures, and sound
b. Begins to understand basic elements of keyboarding (i.e., introduced to enter key and space bar; introduced to correct posture and hand placement).
c. Describes information systems in homes and schools (i.e., assigning a lunch number to every student)

2.TECH.3. Applies technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs

2.TECH.3. Indicator:

a. Describes how technology can have positive and negative effects on the environment and on the way people live and work

2.TECH.4. Applies the knowledge and thinking skills of technology to address real-life problems and make informed decisions

2.TECH.4. Indicator:

a. Recognizes technology problems and issues that affect their home, school, or community and works in a group to carry out a remedial course of action (i.e., recognizes many second graders have too much screen time and organizes a school-wide day of unplugged play)

Planning Curriculum and Instruction

Interdisciplinary Unit of Study – Planning Template

The planning template that follows illustrates one way to plan an interdisciplinary unit of study that aligns with the second grade learning standards. The template leaves room to build on student interest, and can be tailored to meet individual needs. While including traditional components of integrated unit planning, this template also includes space for intentional planning of family and community involvement, outdoor and gross motor activities, as well as connections with special area teachers. This is meant to be a resource for the field, to use if it is helpful, in planning meaningful curricula to best support second graders' learning and development.

Unit Overview

Unit Topic

Names the topic on which the unit of study focuses.

Essential Question

An essential question is an authentic, child-friendly question that connects the knowledge and skills that children should develop throughout the unit. Essential questions are 'big' questions for which there is no single answer.

Focus Questions

Focus questions represent the major inquiries of the unit. They build over time and require children to make connections across all content areas.

Student Outcomes

Student outcomes are the learning targets for children. What are children able to do as a result of instruction?

Academic Vocabulary

Academic vocabulary words help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds and/or texts at children's independent reading levels.

Foundational and Supporting Texts

Foundational and supporting texts include a combination of literacy and informational texts that can be read throughout the unit. Foundational texts help students interpret and answer the essential/focus question(s); supporting texts augment students' understanding of essential/focus questions and strengthen learning centers and activities, while complementing the needs/interests of individual students.

Family and Community Engagement

Opportunities for inviting families to share their experiences and knowledge with the class, or for extending learning outside of the classroom.

Culminating Celebration

A culminating celebration is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.

Learning Standards

Domain 1: Approaches to Learning

Domain 2: Physical Development and Health

Domain 3: Social and Emotional Learning

Domain 4: English Language Arts and Literacy

Reading

Writing

Speaking & Listening

Language

Domain 5: Cognition and Knowledge of the World

Mathematics

Science

Technology

Social Studies

The Arts

Unit Planning Template

Unit Topic:

Essential Question:

	Week 1	Week 2
Focus Question(s)		
Foundational Texts for Read Aloud(s)		
Large Group Instruction		
Small Group Instruction		
Supporting Texts		

Outdoor/Gross-Motor Experience(s):

Unit Reflection

Weekly Planning

Week 3	Week 4	
		Focus Question(s)
		Foundational Texts, Including Read Aloud(s)
		Large Group Instruction
		Small Group Instruction
		Supporting Texts

Connections with Special Area Teachers:

Planning for Learning Centers

	Week 1	Week 2
Blocks Learning Center		
Math and Manipulatives Learning Center		
Dramatic Play Learning Center		
Creative Arts Learning Center		
Literacy and Writing Learning Center		
Science and Nature Learning Center		

Planning for Learning Centers

Week 3	Week 4	
		Blocks Learning Center
		Math and Manipulatives Learning Center
		Dramatic Play Learning Center
		Creative Arts Learning Center
		Literacy and Writing Learning Center
		Science and Nature Learning Center

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