



GRADE LEVEL EXPECTATIONS

New York State learning standards outline what a student should know and be able to do by the end of the grade level or band. There are also additional skills that a well-rounded student should possess. Listed below are examples of Batavia City Schools' academic expectations for second grade students. These should be viewed holistically and are not meant to determine promotion or retention; a student may demonstrate or be on track for proficiency without having mastered every skill. Teachers intervene as appropriate to support skills development.

READING

- Distinguish long and short vowels when reading regularly spelled
- Decode one-syllable words (including common vowel teams like oo, ee, ea)
- Decode short and long vowel sounds in two-syllable words
- Decode regularly spelled two-syllable words
- Recognize roots & common prefixes and suffixes (e.g., re-, un-, -ed, -ing)
- Read common high-frequency words by sight (e.g., the, said, does)
- Read with enough accuracy and fluency to support comprehension
- Identify and retell main idea/lesson/central message, key ideas, reasons, supporting details
- Identify text features, text structure, and story structure
- Make connections between self, text, and world
- Read and understand grade 2 literature and informational text

WRITING AND LANGUAGE

- Use parts of speech appropriately when writing and speaking
- Use punctuation appropriately
- Use learned spelling patterns (e.g., words beginning with ch-, sh-, th-) when writing
- Write an opinion piece and provide clear reason(s) for the opinion
- Write an informative piece and provide facts about the topic
- Write a narrative and sequence events
- Use transition words (e.g., first, next, last)
- Participate in Independent practice and conferring
- Apply skills knowledge and conventions in writing
- Use writing to respond to text

VOCABULARY

- Determine the meaning of new words when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use individual words to determine the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
- Recognize word meaning between related adjectives (large vs gigantic) and related verbs (sprint vs jog)
- Determine meaning of words through context clues.

GRADE 2

Grade 2 students in BCSD are screened three times per year for literacy and mathematics to ensure that they are on track for proficiency.

Grade 2 Literacy Screening Measures

- Word Knowledge Inventory
Measures skills in phonological awareness and phonics (spelling).
- Guided Reading Assessment (GRA) - determines students' reading levels and targets instructional next steps
- i-Ready Reading comprehensive assessment and instruction program that tracks development in the following areas:
 - Phonological Awareness
 - Phonics
 - High-Frequency Words
 - Vocabulary
 - Comprehension: Literature
 - Comprehension: Informational Text

Grade 2 Math Screening Measures

- i-Ready Math - comprehensive assessment and instruction program that tracks development in the following areas:
 - Number and Operations
 - Algebra and Algebraic Thinking
 - Measurement and Data
 - Geometry

Grade 2 Writing Screening Measures

- Being a Writer

Measures ability to use a combination of drawing, speaking and writing to clearly describe an event.

If screening results indicate that students are at risk of not achieving proficiency in a certain area, they will receive differentiated instruction in the specific areas in need of reinforcement during a Reading and Math WIN (What-I-Need) time each day.



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LISTENING & SPEAKING

- Follow agreed-upon rules of conversation (e.g., take turns speaking)
- Participate in collaborative conversations with peers and adults
- Ask/answer questions to demonstrate understanding of texts read aloud
- Speak in complete sentences when appropriate

SOCIAL EMOTIONAL LEARNING

- Develop self-awareness and self-management skills essential to success in school and in life
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts

MATH

- **Grade Level Fluencies:**
Add and subtract within 20; add and subtract within 100 (pencil and paper)
- **Geometry:** Reason with shapes and their attributes
- **Operations and Algebraic Thinking:**
Represent and solve problems involving addition and subtraction
Understand and apply properties of operations
Add and subtract within 20
Work with equal groups of objects to gain foundations for multiplication
- **Number and Operations in Base Ten:**
Count, read, write and compare numbers within 1000
Use understanding of place value to add & subtract
- **Measurement and Data:**
Measure and estimate lengths in standard units
Relate addition and subtraction to length
Tell time from a digital and analog clock
Represent and interpret data

SCIENCE

- Develop an understanding of the needs of plants and animals and how plants and animals depend on each other for survival
- Compare the diversity of life in different habitats.
- Create engineering design projects (in classroom and/or STEAM Lab)
- Recognize that objects have properties that can be observed, described, and/or classified and categorized
- Use inquiry to demonstrate understanding of the scientific process and concepts

SOCIAL STUDIES

- Describe characteristics of urban, suburban, and rural communities
- Begin to understand democratic principles and participation in government
- Examine the availability of resources and the interdependence of communities
- Use primary and secondary sources to better understand the past
- Recognize and identify patterns of continuity and change in the community
- Use globes, maps to examine location
- Describe the goods and services that are produced in a local community, and those that produce in other communities. Acquire new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

GRADE 2

TIPS FOR PARENTS

Read to your student every day; choose books with rich vocabulary that are about two levels more difficult than your student could read without help. Ask questions about the text.

Listen to your student read aloud; choose books with decodable, one- and two-syllable words. Ask your school librarian for recommendations.

Learn new words together; students need to see that their parents are always learning, too. Practice sorting assigned spelling words into patterns (e.g. different spellings, same sound)

Expect your child to write daily using strategies learned in school. Use flash cards to practice adding and subtracting within 20.

Practice counting to 1000 starting at different numbers (e.g., 34, 35, 36, 37 ...).

Pose addition and subtraction problems to your child verbally, expecting a quick response.

Practice telling time.

Use a map to plan a trip. Map out your neighborhood.



Library

- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- Work effectively with others to broaden perspectives and work toward common goals.
- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
- Discover and innovate in a growth mindset developed through experience and reflection.
- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

ART

- Make independent decisions guided by Elements/Principles of Art
- Recognize and use art vocabulary to discuss formal qualities (elements and principles) in personal and famous artworks:
- Color: Primary, Secondary, Neutral, Warm/Cool
- Value: tints, tones, shades
- Texture: Actual (real), implied
- Line: Horizontal, vertical, diagonal, and feelings they convey
- Shape: geometric, and organic
- Form: 3-D, sphere, cube, pyramid, cone, cylinder
- Space: overlapping, size, placement, foreground,, middle ground, background, horizon line, positive/negative
- Balance: symmetrical/ asymmetrical
- Repetition: to create unity, to create pattern in art, mathematics, and poetry
- Movement: to create rhythm
- Develop technical skills & select materials/tools/media to serve creative intent
- Create artwork from: close observation of familiar objects (realism), visualization, concepts and ideas from other curriculum areas
- Examine, reflect, interpret artwork, making and explaining inferences(explain art preferences using art vocabulary)
- Explore, explain art/history relationships between different cultures, art movements and artists' styles (recognize select famous artworks, artists (about 3), and styles)



MUSIC

- Discover and explore the elements and language of music.
- Develop a listening vocabulary of both tonal and rhythm patterns that leads to an adequate speaking vocabulary in music.
- Students will hear the whole language of music, with its wide variety of tonalities, meters, timbres, tempos, and styles.
- Students focus on the elements and language of music through various modes of performance; singing, moving, chanting, playing instruments, music reading, and listening.
- Students learn to sing, chant and perform on instruments alone and with others to demonstrate their understanding of tonal and rhythm vocabulary as well as the elements of music.
- Students discover a wide variety of music from cultures around the world.

PHYSICAL EDUCATION

- Perform basic motor, manipulative and rhythmic skills.
- Show competence in a variety of physical activities and fitness activities.
- Demonstrate personal and social behavior that is safe, responsible and appropriate.