



Grade two students in the Schenectady City School District are screened three times per year for literacy and math to ensure that they are on track for proficiency.

Grade 2

LITERACY AND MATH SCREENING MEASURES

Grade 2 students are screened three times per year using the STAR Early Literacy Assessment which assesses early literacy and math skills.

Diagnostic screening tools are used three times a year to assess phonemic awareness and phonics development as well as to determine if students require additional support or teaching to build foundational reading skills.

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 skills that a well-rounded students should possess. Listed below are examples of the **Schenectady City School District 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 skill development.

READING

- Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams like on, eye, ea)
- Decode short and long vowel sounds in two-syllable words
- Decode regularly spelled two-syllable words
- Recognize roots & common prefixes and suffixes (ere-, un-, -ed, -ing)
- Read common high-frequency words by sight (the, said, does)
- Read with enough accuracy and fluency to support comprehension
- Describe how a character responds to a major event in literary (fiction) texts
- Describe connections between ideas, concepts, and a series of events in an informational (nonfiction) text
- Identify and retell main idea/lesson, key ideas, reasons, supporting details
- Identify text features & story structure, how characters respond to events
- Read and understand grade two literature and informational texts
- Make connections between self, text, and other people/the world

WRITING AND LANGUAGE

- Use parts of speech appropriately when writing and speaking
- Use punctuation appropriately based on grade 2 content
- Use learned spelling patterns (words beginning with ch-, sh-, th-)
- Write an opinion piece and provide clear reason(s) for the opinion
- Write an informative/explanatory piece and provide facts about the topic
- Write a narrative and sequence events including details to describe actions, thoughts, feelings
- Use transition words (first, next, last)
- Develop questions and participate in shared research and explorations to answer questions and build knowledge
- Answer questions in a variety of ways by recalling and representing relevant information from experiences and provided sources

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 shades of meaning between related adjectives (large vs gigantic) and related verbs (sprint vs jog)
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl)

TIPS FOR PARENTS

Set aside daily time for reading. Ask students questions about the books they have chosen. Read the book to yourself to foster better conversations.

Encourage students to select books about science, history, art, music, and famous people. Building background knowledge is important for comprehension.

Expect students to write daily, using the strategies they learn in school. Writing about what they read improves comprehension.

Play word games like “I Spy” to encourage oral language and build vocabulary.

Keep a “word log” for new words your child discovers.

Practice basic math facts by posing problems to solve mentally. Expect a quick response.

Involve your student in tasks at home that require math like cooking, measuring, building, etc.

Allow students to make a mistake and problem-solve a better solution.

Ask your child to communicate and defend their thinking on various topics.



SPEAKING AND LISTENING

- Consider individual differences when communicating with others and develop and answer questions about what a speaker says to agree or disagree with speaker’s point of view
- Include digital media and or visual presentations to clarify or support ideas, thoughts and feelings
- Express thoughts feelings and ideas clearly adapting language according to context
- 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

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 & properties of operations 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

SCIENCE

- Understand Living Environment and/or the Physical Setting concepts: air and weather; growing things; balancing and weighing; animal study
- Use scientific equipment to take scientific measurements such as units
- Recognize that objects have properties that can be observed, described, and/or measured (length, width, volume, size, etc.)
- Make measurements using nonstandard units and standard metric units
- 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
- Identify who makes and enforces the rules and laws in their community; explore how leaders make and enforce these rules and laws
- Compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there
- Recognize and identify patterns of continuity and change in the community
- Examine the availability of resources and the interdependence of communities
- Use primary and secondary sources to better understand the past (photographs, newspapers, artifacts, biographies)
- Describe the goods and services that are produced in a local community, and those that are produced in other communities
- Use maps and legends to identify major physical features
- Explore how humans have positively and negatively affected the environment of their community

MUSIC

- Maintain tone, pitch, rhythm, tempo, and dynamics while singing
- Describe music in terms related to the basic elements such as melody, rhythm, harmony, form, and style
- Use instruments in creating and performing music
- Identify a basic repertoire of songs from various world cultures

ART

- Make independent decisions guided by Elements/Principles of Art
- Develop technical skills, select materials/tools/media to serve creative intent
- Examine, reflect, interpret artwork, making and explaining inferences
- Explore, explain art/history relationships between different cultures

PHYSICAL EDUCATION

- Perform basic motor and manipulative skills
- Show competence in a variety of physical activities
- Demonstrate safe, responsible, personal, and social behavior