



# Office of Instruction Buffalo Public Schools

# Grade 2

## 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 Buffalo Public 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 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, key ideas, reasons, supporting details
- Identify text features & story structure, how characters respond to events
- Read and understand grade 2 literature and informational texts

### WRITING & LANGUAGE

- Use parts of speech appropriately when writing and speaking
- Use punctuation appropriately based on grade 2 content
- Use learned spelling patterns (e.g., words beginning with *ch-*, *sh-*, *th-*)
- 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*)

### 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*)

### 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

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

### Grade 2 Literacy Screening Measures

- Nonsense Word Fluency (NWF) measures students' understanding that spoken sounds are represented by specific letters in print (e.g., the sound /k/ is usually spelled with a *c*, or *k*). NWF uses letter combinations that students have never seen before to test application (e.g., *toz*)
- Word Reading Fluency (WRF) measures ability to read sight words aloud with accuracy and appropriate pacing
- Oral Reading Fluency (ORF) measures read text aloud with accuracy and appropriate pacing
- MAZE is a group administered measure of reading comprehension

If screening results indicate that a student is at risk of not achieving proficiency, teachers will administer a diagnostic assessment to help determine specific areas in need of reinforcement.

### Grade 2 Math Screening Measure

Short, computer adaptive diagnostic

assessment that is used to screen in four domains:

- Algebra and Algebraic Thinking
- Measurement and Data
- Number and Operations
- Geometry

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## 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.

## 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
- Add and subtract within 20
- Work with equal groups of objects to gain foundations for multiplication

### Number and Operations in Base Ten:

- Understand place value
- Use of place value understanding & properties of operations to add & subtract

### Measurement and Data:

- Measure and estimate lengths in standard units
- Relate addition and subtraction to length
- Work with time and money
- Represent and interpret data

## 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 (e.g., 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
- 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 are produced in other communities

## 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

## 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 to create and performing music
- Identify a basic repertoire of songs from various world cultures

## PHYSICAL EDUCATION

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