

RESOURCE GUIDES FOR SCHOOL SUCCESS:

THE SECOND GRADE EARLY LEARNING
STANDARDS

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Introduction

The New York State *5HVRXUFH *XLGHV IRU 6FKRRO 6XFFHVV 7KH* *U consolidates all second grade learning standards into one document. This resource follows The New York State *5HVRXUFH *XLGHV IRU 6FKRRO 6XFFHVV 7KH 3UHNLQGH* The New York State *5HVRXUFH *XLGHV IRU 6FKRRO 6XFFHVV 7KH .LQGHU* and The New York State *5HVRXUFH *XLGHV IRU 6FKRRO 6XFFHVV 7KH)LUV* *6WDQGDUG* 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, *LQFO* *XGH* introductory statements *OLQNHG E HOR* *Z* learning progressions *WR XSSHU* grades

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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)

Guiding Principles for the NYS2LS Resource

The learning standards provided in this document serve as a resource for planning a curriculum built upon knowledge-

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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 involvement². "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).

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XQLRUP IRUPDW IRU OHDUQLQJ VWDQGDUGV LQ DOO FRQWHQW DUHDV WR F
XVHUV DUH HQFRXUDJHG WR UHYLHZ WKH IXOO DUWZKXODWLRQW RUMKSHUR
VLQFH WKH SURYLGH D KLJKHU OHYHO RI GHWDLO DGGLWLRQDO LQWURG

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)

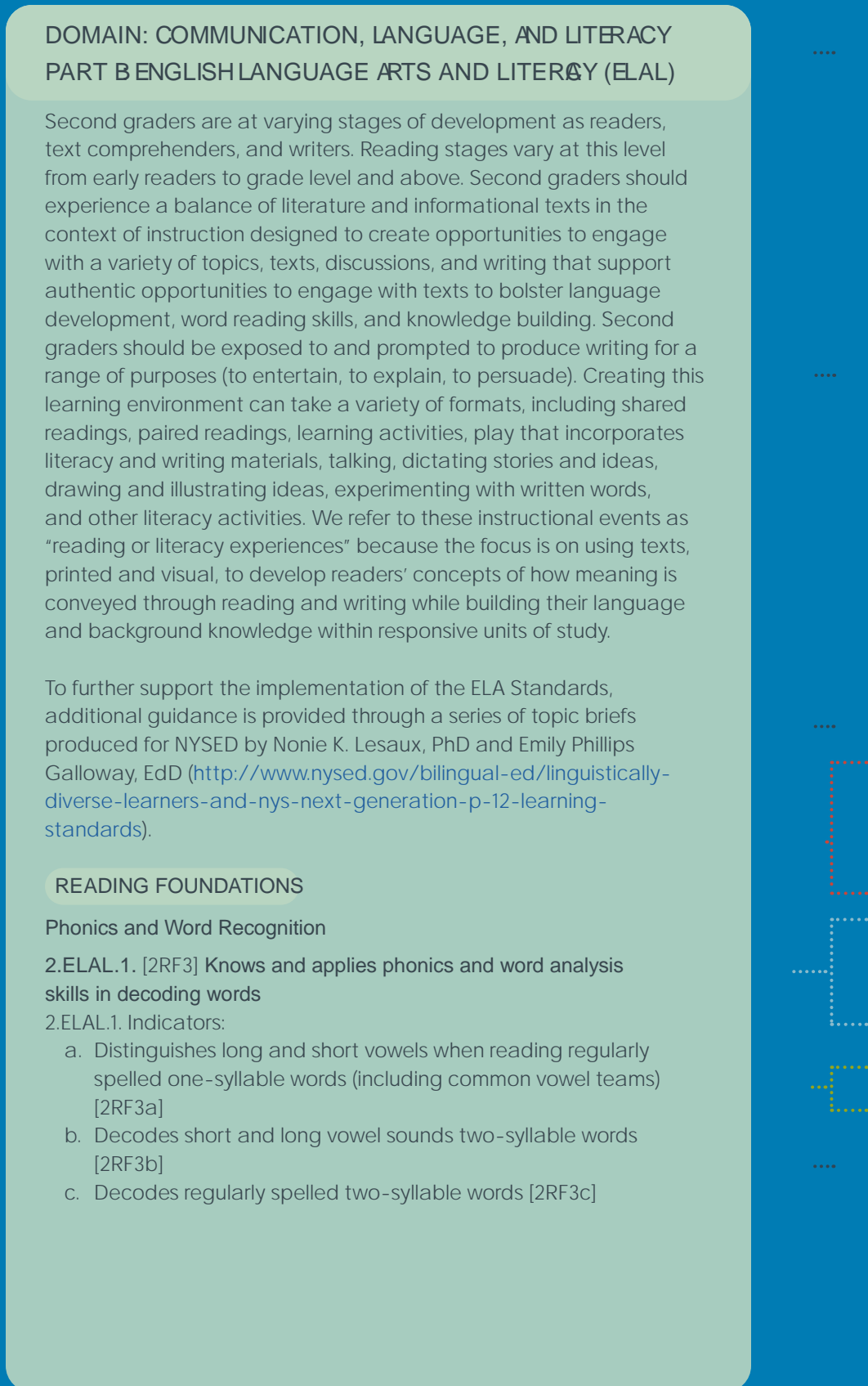
How children understand, create, and communicate meaning.

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 1: Approaches to Learning

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:

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..996 m50 -ign, a]-4.50 9.5 Tf4.503AINemo.105 (tructio47 29.947305 (Dnu4.5no_.05lno_.0505 (truf)30 (r)30.053 (2AIN

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



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:

- Distinguishes long and short vowels when reading regularly spelled one-syllable words (including common vowel teams) [2RF3a]
- Decodes short and long vowel sounds two-syllable words [2RF3b]
- Decodes regularly spelled two-syllable words [2RF3c]
- Recognizes and identifies root words and common suffixes and prefixes [2RF3d]
- 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:

- Reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings [2RF4a]
- 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]



WRITING – PRODUCTION AND RANGE

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

Text Types and Purposes

- 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

GEOMETRY

Reasons with shapes and their attributes

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

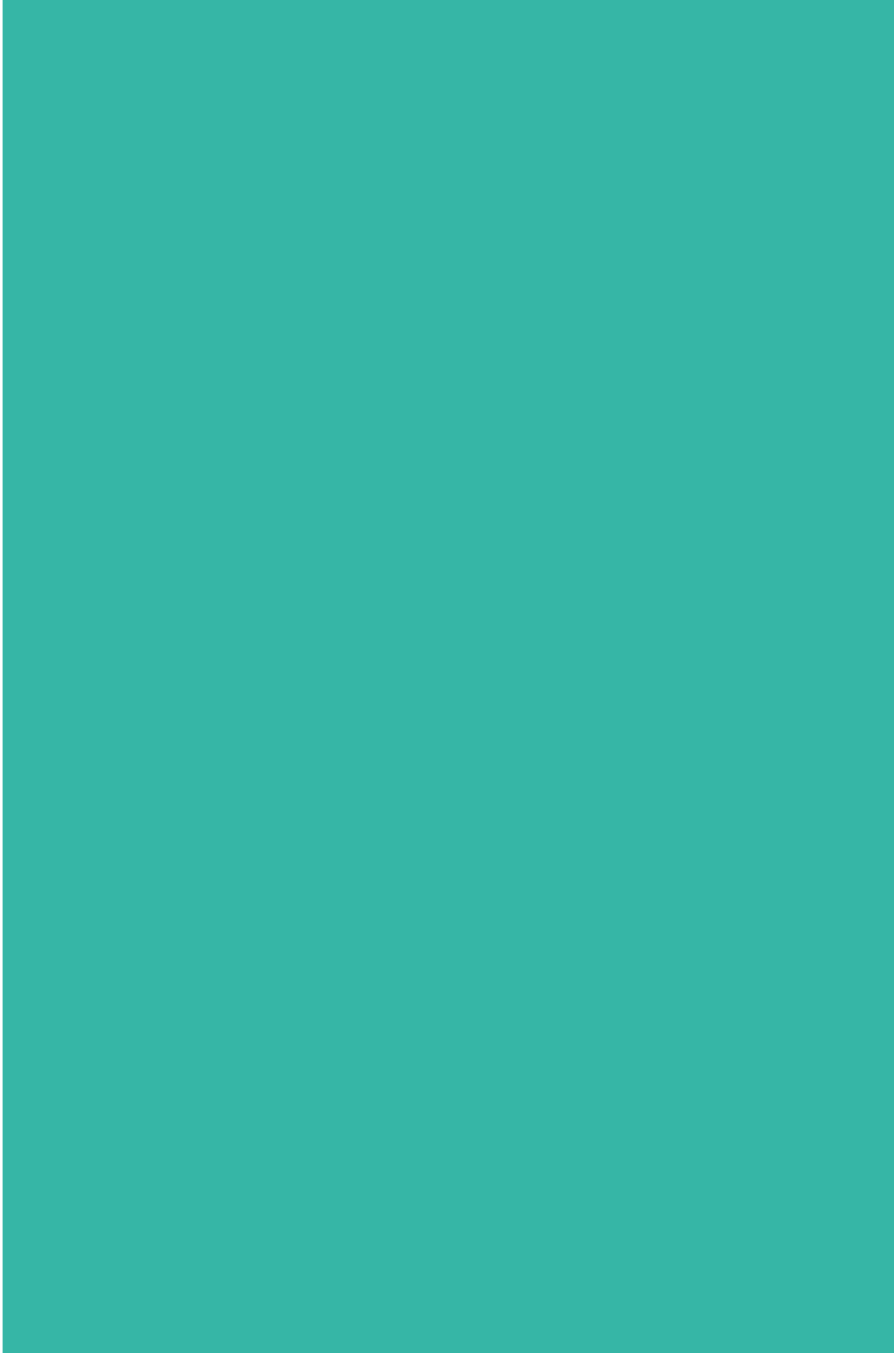
2.MATH.29. [NY-2.G.2] Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them

2.MATH.30. [NY-2.G.3]

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

D





- 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]



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:

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.

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.15. 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] Song

2.ARTS.16. Indicator:



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)

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

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):

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

References and Resources

Hyson, M. (Undated).



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New York State Education Department 2019