

**CITYWIDE LEARNING STANDARDS**  
**GRADE LEVEL SUMMARY:**  
English Language Arts, History & Social Studies,  
Mathematics, Science & Technology

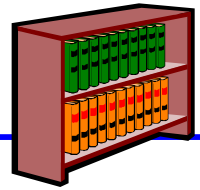
September, 2006

**Grade 2**

# BPS CITYWIDE LEARNING STANDARDS: GRADE 2

## INTRODUCTION

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### Goals

The Boston Public Schools Citywide Learning Standards are designed to produce *independent learners* who are encouraged to:

- Think, question, and communicate
- Gain and apply knowledge
- Work and contribute in meaningful, purposeful ways.

Students *think, question, and communicate* to make sense or meaning of their world and experiences.

*Thinking* includes being able to internalize new ideas and connect them to familiar concepts and prior knowledge.

*Questioning* includes the framing of thoughtful questions, and the pursuit of these questions until the student fully understands.

*Communicating* means putting learning into the language of speech or writing, and requires reflection in such forms as examination, clarification, analysis, and synthesis.

Students *gain and apply knowledge* to pursue ideas and experiences, and apply this new knowledge in real life contexts. This pursuit is interactive by nature. The more collaborative and experiential it is, the more powerful the learning.

Students' *work needs to be meaningful and purposeful*. The process and products of student work need to be valued contributions to the school and community, and the student. Embedded in powerful learning experiences are notions of persistence, self-discipline, hard work, effort, and pride in producing quality work.

### Teaching and Learning in the Boston Public Schools

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skillful learners use these strategies, largely unconsciously, to access content through text or other media, to make meaning of the content, to make connections with and apply the content in thoughtful and meaningful ways, and to retain the content for later use. In learning these strategies and coming to own them, students learn *how* to learn in addition to acquiring important knowledge. These strategies include the following:

*Students will...*

- Read, write, and think a lot about topics and ideas of importance to them.
- Set goals or purposes for their learning.
- Make personal connections between the content and other knowledge, experiences, text, or media.
- Ask questions as they read, listen, or view.
- Clarify the meaning of words or content they don't understand.
- Listen or watch for important elements, themes, or issues.
- Create sensory images.
- Make predictions, inferences and judgments.
- Get "in the shoes" of characters or participants.
- Create ongoing summaries or syntheses.
- Build on their understandings by sharing and discussing them with others.
- Assess their learning and make mid-course corrections.

Because we know this is how people learn, the system supports the *workshop* approach to teaching and learning. The workshop approach helps teachers organize their classrooms and instructional time to teach effective reading, writing, and learning strategies and to help students put them into practice. The most important goal of this approach is the development of *independent learners* who are equipped with the skills and knowledge they will need for a lifetime of learning.

The workshop approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to read, write, and use effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation. Students need to participate in the selection of “just right” books for independent and small group reading and writing activities, and they need to explore, read, and write about topics and ideas of importance to them (as well as the curriculum).

The workshop approach uses a mixture of whole-class, small group, partner, and one-on-one instruction that centers on conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students’ development as independent readers, writers, and learners.

## **The Habits of Mind and Work**

The following habits enable effective learning and are essential to students' success in school. Developing these habits in students is the responsibility of every teacher, administrator, and other adult involved in the lives of our children.

- ***Curiosity and Critical Thinking:*** Students listen attentively, observe carefully, and ask thoughtful questions until they understand; they look for good evidence.
- ***Respect for Diversity:*** Students recognize and value racial, ethnic, cultural, age, gender, and individual commonalities and differences; they respect other people's points of view.
- ***Consideration and Compassion:*** Students treat themselves and others with care and respect; they build trusting relationships; they help, care for, and share with one another.
- ***Collaboration:*** Students work well with others, give and accept constructive criticism, try to be fair, and try to solve problems in a reasonable, peaceful manner.
- ***Self-Direction:*** Students check their own work, invite the critical response of others, and make appropriate adjustments.
- ***Perseverance:*** Students work hard until the job is done right, and are patient when the answers do not come quickly.
- ***Initiative:*** Students try new things, take reasonable risks, and reflect on their successes and mistakes.
- ***Courage:*** Students stand up for their rights and the rights of others in a positive manner that shows self-respect and respect for others; they resist harmful pressure.
- ***Responsibility:*** Students demonstrate personal responsibility and pursue important goals for themselves and their schools.

# ENGLISH LANGUAGE ARTS: GRADE 2

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## Oral Presentation and Discussion

*Students will be able to...*

- Follow agreed-upon rules for class discussion (raising one's hand, waiting one's turn, and speaking one at a time).
- Contribute knowledge to class discussion in order to develop a topic for a class project.
- Give oral presentations about experiences or interests, using eye contact and clear enunciation.
- Maintain focus on the topic.
- Express an opinion of a literary work or film in an organized way.
- Retell a story with a beginning, middle and end, including important details .
- Express an opinion of a literary work or film in an organized way.
- Use listening skills to obtain information.
- Retell or dramatize traditional literature.

## Language

*Students will be able to...*

- Identify and sort common words into categories (opposites, living things)
- Identify base words (look) and their inflectional forms (looks, looked, looking).
- Identify simple words with multiple meanings (saw/saw) using their context.
- Identify common antonyms and synonyms.
- Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, raindrop).
- Determine meanings of words by using a beginning dictionary.
- Recognize that the names of things can also be the names of actions (fish, dream, run).
- Understand and use the fundamental skills in sentence structure, punctuation, capitalization, and grammar, spelling as defined in the BPS Course Guides.

## Reading and Literature

*Students will be able to...:*

- Read grade-appropriate narrative and expository text with comprehension, fluency, and accuracy using appropriate timing, and change in voice and expression.
- Use comprehension strategies such as prior knowledge, predicting, visualizing, questioning and summarizing to understand text.
- Demonstrate understanding of the various features of written English.
- Use correct spelling of high-frequency words, whether irregularly or regularly spelled.
- Recognize the distinguishing features of a sentence and a paragraph.
- Identify the author and title of a book, and use a table of contents.
- Demonstrate orally that phonemes exist.
- Generate the sounds from long and short-vowel patterns, onsets and rimes, and combine these sounds into recognizable words.
- Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in *star*) to read words.
- Use letter-sound knowledge to decode written English.
- Read many irregularly spelled words, special vowel spellings, and common word endings.
- Apply knowledge of letter patterns to identify syllables.
- Apply the sounds represented by consonant digraphs, vowel digraphs and diphthongs.
- Use more difficult word families (*-ought*) and known words to decode unknown words.
- Read words with several syllables.

- Retell a story’s beginning, middle, and end when reading literary texts.
- Distinguish cause from effect when reading literary texts.
- Restate main ideas when reading informational text.
- Use knowledge of common text features, graphic features and organizational structures in order to make predictions and to gain meaning from a variety of informational materials.
- Confirm and discount predictions when reading literary and expository texts and explain why.
- Identify similarities among the works of an author or illustrator.
- Identify different interpretations of the same work by different illustrators.
- Relate themes in works of fiction (folk tales, fables and Greek myths for children) and nonfiction to personal experience.
- Identify words appealing to the five senses in literature and spoken language.
- Identify the different forms of literature such as poetry, prose, fiction, nonfiction and drama in reading and apply this knowledge as a strategy for comprehending text.
- Identify and analyze plot, character, and setting in the stories they read and write.
- Identify and use knowledge of common text features, graphic features and organizational structures in order to gain meaning from a variety of informational materials.
- Locate facts that distinguish cause from effect, distinguish fact from opinion, and summarize main ideas and supporting details when reading informational texts.
- Identify rhyme and rhythm, repetition, similes, and visual and auditory images in poems that are read aloud, and use these techniques in their writing. Plan and perform readings of selected text for an audience.

## **Writing and Composition**

*Students will be able to...:*

- Write stories that have a beginning, middle, and end.
- Write short stories and poems.
- Write letters, directions, or short accounts of personal experiences that follow a logical order.
- Write research questions.
- Write a response to a key question from literature.
- Use a variety of genres when writing for different audiences.
- After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- Apply rules for capitalization for names and places and capitalization and commas in dates.
- Use correct spelling of sight and/or spelling words.
- Use appropriate end marks such as periods and question marks.
- Arrange events in order when writing or dictating.
- Arrange ideas in a way that makes sense.
- Understand and use writers’ craft in their writing.
- Use knowledge of word study to monitor and check spelling.
- Print upper-and lower-case letters legibly and use them to make words.

## **Media**

*Students will be able to...:*

- Identify techniques used in television (*actors, animation, close-ups, wide-angle shots, sound effects, music, and expressive graphics*) and use their knowledge to distinguish between facts and misleading information.
- Create video and presentations.

*Teachers should refer to the grade 2 English Language Arts Course Guide for ideas and activities related to the standards.*



# **HISTORY & SOCIAL STUDIES: GRADE 2**

## **E Pluribus Unum: From Many, One**

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family's history and listen to or read a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

### **Grade 2 Concepts and Skills**

*Students will be able to.....*

Apply concepts and skills learned in previous grades.

#### **History and Geography**

1. Use a calendar to identify days, weeks, months, years, and seasons. (H)
2. Use correctly words and phrases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places*), and causation (*because, reasons*). (H)
3. Explain the information that historical timelines convey and then put in chronological order events in the student's life (e.g., the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied. (H)
4. Describe how maps and globes depict geographical information in different ways. (G)
5. Read globes and maps and follow narrative accounts using them. (G, H)

#### **Civics and Government**

6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules). (C)
7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). (C)

#### **Economics**

8. Give examples of people in the school and community who are both producers and consumers. (E)
9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

### **Grade 2 Learning Standards**

*Building on knowledge from previous years, students will be able to.....*

- 2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)
- 2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G)
- 2.3 Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)
- 2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)
- 2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)
- 2.6 Explain the difference between a continent and a country and give examples of each. (G)
- 2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family

- members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)
- 2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)
- 2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)
- 2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic). (H)

## **Other Standards/Skills To Be Developed Within The Context Of A Lesson**

*Students will be able to...*

- Begin to construct historical timelines.
- Enlarge globe and map-reading skills (follow narrative accounts on globe and maps).
- Enhance their globe and map-reading skills by making simple maps on paper that distinguish physical characteristics of a community.
- Identify and discuss causal factors.
- Refine their sense of time (“now” and “in the past”) and recognize in discussion the existence of changing historical periods (“in other times and places”).
- Note and identify individual and community needs, as distinguished from wants.

## **Connections to Literacy**

*Students will be able to...*

- Explore historical figures in stories, biographies and historical narratives and recall details.
- Recognize similarities and differences of character, action, and setting: between now and the period depicted, between periods depicted.
- Identify/seek evidence, with teacher assistance, for inferences.
- Retell an event with a beginning, middle and end, including important details.
- Express an opinion in an organized way, with supporting details.
- Use listening skills to obtain information.
- Make comparative oral connections, with teacher assistance, between stories and/or between stories and life experiences.
- Incorporate the above capacities in simple writing exercises.
- Memorize historical poetry, songs, portions of documents and speeches.
- Use agreed upon rules to participate in large and small group discussions.
- Write frequently in response to readings and presentations.
- Maintain a system for collecting, referring to, and sharing their thoughts and writings.

# MATH: GRADE 2

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## Data Analysis, Statistics, and Probability:

*Students will be able to...*

- Formulate questions, use interviews, surveys, and observations to gather data about themselves and their surroundings.
- Gather, collect, categorize and record data.
- Have a plan for keeping track of data.
- Explain and interpret results of surveys.
- Collect numerical data.
- See representations as a way of communicating to others.
- Describe and interpret representations of data.
- Can plan a data analysis project.
- Students organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and interpret representations.
- Make sense of other students' representations of data.
- Represent data in several ways.
- Explore different ways of organizing numerical data.
- Focus on important features of data, such as range and outlier.
- Compare data sets.
- Uses data representations to communicate information.
- Students formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.
- Interprets data and makes hypotheses based on data.

## Geometry:

*Students will be able to...*

- Describe attributes and compare 2-D and 3-D shapes.
- Sort, describe, and identify 2-D and 3-D shapes.
- Compose and decompose 2-D and 3-D shapes.
- Identify shapes based on number of sides and corners.
- Recognize congruent shapes.
- Recognize shapes that have been rotated and reflected and describe those translations.
- Identify symmetry in 2-D shapes.
- Find and describe objects that mirror symmetry.
- Make 2-D symmetrical designs.
- Build 3-D symmetrical designs.
- Relate geometric ideas to number.
- Visualize, construct, and draw rectangular arrays.
- Construct arrays to represent numbers and identify halves of the arrays.
- Describe fractional parts of an array both numerically and visually.
- Construct 2-D array divided into thirds or fourths.

## Measurement:

*Students will be able to...*

- Identify parts of the day, days of the week, months of the year; identify dates using a calendar.
- Work with calendar to become familiar with sequence of days, weeks, and months and the relationships among these periods of time.
- Work with daily schedules to become familiar with order of familiar events over time.
- Discuss posted daily schedule including both analog and digital representations.

- Identify and record a start time and a finish time include analog and digital representations.
- Compare the length and area of two or more objects by using direct comparison.
- Use a nonstandard unit to measure length.
- Measure and compare common objects.
- Understand the process of measuring.
- Compare the effect on measurement of using units of different size.
- Use direct and indirect comparison to compare length.
- Select and correctly use the appropriate measurement tools.
- Use a measuring device with understanding of the measurement process.
- Understand that units must be used in a consistent way.
- Make and use estimates of measurement including time, length, and area.
- Develop a sense of a minute as a unit of time.
- Determine path length by iterating and then counting units.

## **Number Sense and Operations:**

*Students will be able to...*

- Read, write, and sequence numbers up to 100.
- Demonstrate knowledge of the structure and patterns of our number system from 1 to 100.
- Use landmark numbers such as 10, 25, and 100.
- Identify and distinguish among multiple uses of number.
- Identify uses of numbers in the world.
- Identify and represent common fractions.
- Construct arrays to represent numbers and identify halves of the arrays.
- Describe fractional parts of an array both numerically and visually.
- Construct an array and divide into thirds or fourths.
- Compare whole numbers.
- Use the 100 chart as a tool for combining and comparing numbers.
- Compare numbers to 100.
- Identify coin names, values, and equivalencies.
- Combine different coins to make 25¢ and 50¢.
- Recognize coins: penny, nickel, dime, and quarter.
- Know coin equivalencies for nickel, dime, and quarter.
- Use money as a model for counting by 5's and 10's.
- Use coins as a model for adding and subtracting multiples of 5 and 10.
- Demonstrate an understanding of various meanings of addition and subtraction.
- Write several equations for a given number.
- Understand the concept of addition.
- Understand the concept of subtraction as “take away”, comparison, and unknown change.
- Match addition and subtraction notations to situations they could represent.
- Identify and use standard notation for addition and subtraction.
- Can choose from a variety of strategies based on the numbers given in a problem.
- Understand and use the inverse relationship between addition and subtraction.
- Use knowledge of addition and subtraction pairs.
- Know addition combinations to 10 and use them to solve problems.
- Know combinations of 10.
- Know doubles combinations and doubles +1 combinations.
- Demonstrate the ability to add and subtract two-digit numbers accurately and efficiently.
- Accurately add double-digit plus single digit number.
- Accurately subtract a single-digit number from a double-digit number.
- Accurately add two-digit numbers.
- Accurately subtract two-digit numbers.

## **Discussion, Presentation and Composition**

*Students will be able to...*

- Use agreed upon rules to participate in large and small group discussions.
- Express ideas in an organized way.
- Explain their mathematical thinking in writing.
- Maintain a system for collecting, referring to, and sharing their work.

# SCIENCE & TECHNOLOGY: GRADE 2



## Topic: Insects/ Life Cycles

### Characteristics of Living Things

*Students will be able to...*

- Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
- Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share.
- Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

### Heredity

*Students will be able to...*

- Describe ways in which many plants and animals closely resemble their parents in observed appearance.
- Living Things and Their Environment
- Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.
- Recognize changes in appearance that animals and plants go through as the seasons change.

## Topic: Comparing and Measuring

### Observable Properties of Objects

*Students will be able to...*

- Sort objects by observable properties such as size, shape, color, weight, and texture

## Topic: The Earth's Surface

### Earth's Materials

*Students will be able to...*

- Recognize that water, rocks, soil, and living organisms are found on the earth's surface.

## Topic: Engineering /Technology

### Materials and Tools

*Students will be able to...*

- Understand that materials both natural and human –made have specific characteristics that determine how they will be used.

### Engineering Design

*Students will be able to...*

- Identify tools and simple machines used for specific purposes.
- Describe how humans use parts of the Body as tools and compare their use with ways in which animals use those parts of their bodies

## Topic: Scientific Inquiry

### Use of simple tools

*Students will be able to...*

- Use simple tools such as rulers, magnifiers, balances, etc to observe things more carefully.

## **Topic: Experimentation**

*Students will be able to...*

- Conduct simple science experiments and observe the outcome. Inquiry may be teacher directed.
- Observe and describe simple experiments using pictures, words, diagrams and graphs.
- Tell others what they see, think and wonder about.

## **Discussion & Presentation**

*Students will be able to...*

- Use agreed upon rules to participate in large and small group discussions
- Give informal oral presentations
- Express an idea in an organized way, with some details
- Retell an observation with a beginning, middle and end, including some details
- Use listening skills to obtain information

## **Composition:**

*Students will be able to...*

- Write frequently in response to readings, observations, and presentations
- Maintain a system for collecting, referring to, and sharing their thoughts, observations, writings, illustrations, and other work

# PERFORMANCE STANDARDS: GRADE 2



## All Subjects

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any grade-level assessments that may be developed and administered by each school.

## Reading & Writing

### 1. Reading:

- a. **Citywide Assessments:** Students are expected to meet minimum competency benchmarks on one of the following assessments.

- Developmental Reading Assessment (level 24)
- Fountas and Pinnell (level L)
- Scholastic Reading Inventory (lexile 300)
- Gates-MacGinite (level 2.5)

Grade level proficiency benchmarks on each of these assessments are as follows:

- Developmental Reading Assessment (level 28)
- Fountas and Pinnell (level M)
- Scholastic Reading Inventory (lexile 450)
- Gates-MacGinite (level 3.0)

Students enrolled in the *Transition Bilingual Program* are expected to meet the following minimum competency benchmarks in English:

- Stage 2: Level 6, Developmental Reading Assessment
- Stage 3: Level 14, Developmental Reading Assessment
- Stage 4: Level 24, Developmental Reading Assessment

- b. **English/Native Language Arts:** Students are expected to read a minimum of 100 books each year, many of which may be short works children can read within a single class period. The books will be from multiple genres, including fiction and non-fiction. The books may be selected from the core literature list or from lists of books developed by teachers, in collaboration with their colleagues. The literature in these teacher-developed lists must meet the following criteria. The literature must be rigorous, explore diverse and relevant themes, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select a number of books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

### 2. Writing: *English/Native Language Arts*

- a. Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, Six Traits Rubric, or comparable school-developed alternatives; levels 3-6 on MCAS ELA Composition Scoring Guide) on at least one independently

produced *Description of a Character, Scene, or Event* and one independent *Response to Literature* (Key Question) by the close of the school year.

- b. Students are expected to keep a writer's notebook where they have the opportunity to collect ideas each day, think about their writing and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 4-5 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/publication) and be assessed using a rubric. At least two of these works will be responses to complete works of literature.
3. Performance on reading and writing assessments should be factored into students' grades.

## **Mathematics**

Students are expected to earn a passing grade (levels 2-4) on:

- End-of-unit assessments from the *Investigations* curriculum
- Citywide, BPS mid- and end-of-year assessments in mathematics

Performance on these assessments should be factored into students' final grades.