



YONKERS PUBLIC SCHOOLS

English Language Arts • Mathematics • Social Studies • Science
Conceptual Understandings | Key Ideas | Required Skills

GRADE 2

Power Standards for Academic Success Committee

District Leaders

Dr. Christopher Macaluso, Executive Director
Dawn Bartz, Executive Director, Instructional
Technology, Social Studies and Science
Dr. Cheriese Pemberton, Director, Mathematics
Carmela Valente, Director, English Language Arts

School Leaders

JoAnn DiMaria, Principal
Dr. Miriam Digneo, Principal
Dr. Moira Gleeson, Principal
Patricia Langan, Principal
Elda Perez-Mejia, Principal
Dr. Taren Washington, Principal

Teachers

Gia Colacicco
Karlenys Delos Santos
Confessor Diaz
Leslie Edwards
Jacob Epprecht
Patricia Giambalvo
Siobhan Henry
Joanne Koutaris
Denice Manzo
Dana Neves
Kimberly O'Connell
Tara O'Leary-Gasparro
Marissa Remeny
Ima Pressimone
Lisa Ricciardi
Stephen Rinaldo
Alyssa Tamburello
Samantha Yurcho

The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. This blueprint will evolve with ongoing data-driven review and input from District practitioners.



To Yonkers Public Schools Educators,

The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. Our collective experience with Distance Learning and social isolation from March through June 2020 helps guide our work moving forward. Technology driven flexible instruction is the “new” normal for education moving forward.

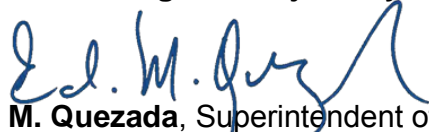
As the school district reopens following this extended school closure, it is evident that school leaders and teachers will need to devote time during the school day to address Social Emotional Learning (SEL) as well as learning gaps. In the upcoming school year teachers and students must focus on the most critical skills, in tandem with the full curriculum, when engaging in teaching and learning to mitigate the potential long-term learning gap impact. Therefore, in collaboration with school leaders, teachers and content directors, the District developed the **Power Standards for Academic Success** that is a plan to access grade level standards emphasizing depth over breadth in English language arts, math, science and social studies.

The Next Generation Learning Standards, the New York State P-12 Science Learning Standards, the New York State K-12 Social Studies Framework, and other New York State Education Department Office of Curriculum and Instruction guidelines *are still in place*. The **Power Standards** are not to be used as the full curriculum; school leaders and teachers must continue to consult State learning standards in their instruction. The Power Standards are to be used in conjunction with data-informed teaching and learning to adjust pacing of instruction and scaffold using a Multi-Tiered System of Supports to bridge learning from the previous school year.

The **Power Standards for Academic Success** are structured by grade level and content area as follows:

- ❖ **Conceptual Understanding**, or broad concepts for the grade level, communicate the big picture,
 - **Key Ideas** support that Conceptual Understanding,
 - **Required Skills** communicate what students should know and be able to do to succeed in the next grade level.

With a collective, focused and relentless commitment we can, we must, reverse the impact COVID-19 has wielded on our students achievement and wellbeing. The 2020-2021 school year offers magnificent opportunities for creative innovative teaching and learning. I look forward to working with you as we navigate this journey for our students.


Dr. Edwin M. Quezada, Superintendent of Schools



Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 2	English Language Arts
Conceptual Understanding: Elements of Oral and Written Language	
Key Idea: Know and apply phonics and word analysis skills in decoding words	
<p>Required Skills: Phonics and Word Recognition</p> <ol style="list-style-type: none"> a. Decode short and long vowel sounds in two-syllable words b. Decode regularly spelled two-syllable words c. Read all common high-frequency words by sight (i.e., always, because, around, been before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your) 	
Key Idea: Demonstrate automaticity on grade level text	
<p>Required Skills: Fluency</p> <ol style="list-style-type: none"> a. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	
Key Idea: Demonstrate command of the conventions of academic English grammar and usage when writing and speaking	
<p>Required Skills: Core Conventions Skills</p> <ol style="list-style-type: none"> a. Use common, proper, and possessive nouns b. Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump) c. Understand and use interrogatives (e.g., who, what where, when, why, how) d. Produce and expand complete sentences in shared language activities e. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) 	
Key Idea: Demonstrate command of the conventions of academic English, capitalization, punctuation, and spelling when writing	
<p>Required Skills: Core Punctuation and Spelling Skills</p> <ol style="list-style-type: none"> a. Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words c. Generalize learned spelling patterns when writing words (e.g., cage - rage; boy - toy) d. Consult reference materials as needed to check and correct spellings e. Use end punctuation accurately for sentences f. Capitalize dates and names of people g. Capitalize names, places, and holidays h. Use commas in dates and to separate words in a series 	

Power Standards in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 2	English Language Arts
<p>Required Skills Continued:</p> <ul style="list-style-type: none"> i. Use commas in greetings and closings of letters j. Use an apostrophe to form contractions and frequently occurring possessives 	
<p>Conceptual Understanding: Central Idea, Summarizing, Recognition of Text Structure and Making Connections Contribute to the Overall Comprehension of Text</p>	
<p>Key Idea: Key ideas and details</p>	
<p>Required Skills: Identify the main topic or central idea and retell key details in a text: summarize portions of the text</p> <ul style="list-style-type: none"> a. In literary texts describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events 	
<p>Key Idea: Craft and structure</p>	
<p>Required Skills: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text</p>	
<p>Key Idea: Integration of knowledge and ideas</p>	
<p>Required Skills:</p> <ul style="list-style-type: none"> a. Explain how specific points the author or illustrator makes in a text are supported by relevant reasons b. Make connections between self and text (texts and other people/world) 	
<p>Conceptual Understanding: How to Write an Opinion and Narrative piece</p>	
<p>Key Idea: Writing</p>	
<p>Required Skills: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion</p>	
<p>Conceptual Understanding: How to Engage in Accountable Conversations</p>	
<p>Key Idea: Speaking and listening</p>	
<p>Required Skills:</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges c. Ask questions to clear up any confusion about topics and texts under discussion d. Consider individual differences when communicating with others 	

Power Standards in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 2	Math
Conceptual Understanding: Operations and Algebraic Thinking	
Key Idea: Represent and solve problems involving addition and subtraction	
Required Skills: Use strategies to solve addition and subtraction word problems	
Key Idea: Add and subtract within 20	
Required Skills: Demonstrate mastery of addition and subtraction facts within 20 using mental strategies	
Conceptual Understanding: Number and Operations in Base Ten	
Key Idea: Understand place value	
Required Skills:	
<ul style="list-style-type: none"> a. Understand and use hundreds, tens and ones b. Count to 1,000 using 1s, 5s, 10s and 100s c. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form d. Compare three-digit numbers using $<$, $=$, and $>$ 	
Key Idea: Use place value understanding and properties of operations to add and subtract	
Required Skills:	
<ul style="list-style-type: none"> a. Add and subtract three-digit numbers b. Add more than two big numbers (two-digit numbers) c. Add and subtract with regrouping d. Add and subtract tens and hundreds in their head e. Explain why students need to use addition or subtraction to help them solve problems 	
Conceptual Understanding: Measurement and Data	
Key Idea: Measure and estimate lengths in standard units	
Required Skills:	
<ul style="list-style-type: none"> a. Use different tools to measure objects b. Compare the length of an object using two different units of measurement c. Estimate the lengths of objects d. Compare the length of two different objects 	
Key Idea: Relate addition and subtraction to length	
Required Skills:	
<ul style="list-style-type: none"> a. Use addition and subtraction to solve measurement problems b. Create and use a number line 	

Power Standards in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 2	Science
Conceptual Understanding: Structure and Properties of Matter	
Key Idea: Analyzing and interpreting data	
Required Skills: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose	
Key Idea: Planning and carrying out investigations	
Required Skills: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties	
Key Idea: Constructing explanations and designing solutions	
Required Skills: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object	
Conceptual Understanding: Interdependent Relationships in Ecosystems	
Key Idea: Planning and carrying out investigations	
Required Skills: Make observations of plants and animals to compare the diversity of life in different habitats	
Key Idea: Developing and using models	
Required Skills: Develop a simple model that illustrates how plants and animals depend on each other for survival	
Conceptual Understanding: Processes that Shape the Earth	
Key Idea: Obtaining, evaluating, and communicating information	
Required Skills:	
a. Use information from several sources to provide evidence that Earth events can occur quickly or slowly	
b. Obtain information to identify where water is found on Earth and that shows it can be solid or liquid	
Key Idea: Developing and using models	
Required Skills: Develop a model to represent the shapes and kinds of land and bodies of water in an area	
Conceptual Understanding: Basics of Engineering Design	
Key Idea: Asking questions and defining problems	
Required Skills: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	

Power Standards in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 2	Science
Key Idea: Developing and using models	
Required Skills: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	
Key Idea: Analyzing and interpreting data	
Required Skills: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	

Power Standards in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 2	Social Studies
Conceptual Understanding: Studying Continuities and Changes Over Time Helps to Explain Historical Developments	
Key Idea: Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as timelines and by interpreting evidence	
Required Skills:	
<ul style="list-style-type: none"> a. Construct timelines of historical events in their community and other important events such as when their school was built b. Explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups over time c. Examine continuities and changes over time in their community using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts and other historical materials 	
Conceptual Understanding: Cause and Effect Relationships Help to Recount Events and Understand Historical Developments	
Key Idea: Cause and effect relationships help us to understand changes in communities	
Required Skills: Distinguish between cause and effect and examine changes in their community in terms of cause and effect (e.g., cars and the growth of suburbs, growing populations in suburban areas, and reduction of farms)	

Power Standards in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



Board of Education Trustees

Rev. Steve Lopez, President
Judith Ramos Meier, Vice President

Andrea Brown
Kevin Cacace
Dr. John C. Castanaro
Lakisha Collins-Bellamy, Esq.
Dr. Rosalba Corrado Del Vecchio
Abdool H. Jamal

Dr. Edwin M. Quezada
Superintendent of Schools

2020-2021

