2ND GRADE

A FAMILY GUIDE FOR STUDENT SUCCESS







MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

A FAMILY GUIDE FOR STUDENT SUCCESS



2ND GRADE

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Carey M. Wright, Ed.D., State Superintendent of Education
Kim S. Benton, Ed.D., Chief Academic Officer
OFFICE OF ELEMENTARY EDUCATION AND READING
Published 2016

The MDE would like to thank the following individuals for their expertise, commitment, and time devoted to the development of this guide.

FAMILY GUIDE FOR STUDENT SUCCESS COMMITTEE

Melissa Banks, MAT, NBCT
INSTRUCTIONAL TECHNOLOGY SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

Jayda Brantley, M.S., M.Ed., CALT, LDT
INTERVENTION SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

Alicia Deaver, M.S., CCLS
EARLY LEARNING COLLABORATIVE COORDINATOR
MISSISSIPPI DEPARTMENT OF EDUCATION

Beth Garcia, B.S., NBCT
RANKIN COUNTY SCHOOL DISTRICT

Brandy Bell Howell, B.S.
ITAWAMBA COUNTY SCHOOL DISTRICT

Jena Howie, B.A.
YAZOO CITY MUNICIPAL SCHOOL DISTRICT

Janalee J. Leak, M.Ed., Ed.S, NBCT
NORTH TIPPAH SCHOOL DISTRICT

Robin Lemonis, M.Ed., CALT, LDT
DIRECTOR OF STUDENT INTERVENTION SERVICES
MISSISSIPPI DEPARTMENT OF EDUCATION

Paula Nowell Phillips, B.S., NBCT
NORTH TIPPAH SCHOOL DISTRICT

Bobby L. Richardson, M.Ed.
INTERVENTION SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

Laurie Weathersby, M.Ed., CALT, LDT
INTERVENTION SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

MISSISSIPPI DEPARTMENT OF EDUCATION
Carey M. Wright, Ed.D.,
State Superintendent of Education

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities:

Director, Office of Human Resources
Mississippi Department of Education
359 North West Street, Suite 203
Post Office Box 771
Jackson, MS 39205-0771
(601)359-3511

2ND GRADE

STUDENT EXPECTATIONS

Parents are their child's first teachers in life and know their child better than anyone else. Parents have valuable insights into their child's needs, strengths, abilities, and interests. The collaboration of parents and educators is vital in guiding each child toward success. The *Family Guide for Student Success* outlines what your child should learn at each grade level from pre-kindergarten through eighth grade. You can encourage your child's academic growth by reinforcing classroom activities at home. The *Family Guide for Student Success* booklets represent what all students should know and be able to do at the end of each grade level. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Mississippi.

If you have special questions regarding curriculum or school programs, please call your child's school. Do not be afraid to reach out to your child's teacher for additional activities to support mastery of the standards. This guide will help set clear and consistent expectations for your child, build your child's knowledge and skills, and help set high goals for your child.



READING

In second grade, your child will continue to build important reading, writing, speaking, and listening skills. He will think, talk, and write about what he reads in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In his writing, your child will learn how to develop a topic and strengthen his skills by editing and revising. Activities in these areas will include:

- Reading stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story.
- Reading texts about history, social studies, and science and identifying the main idea.
- Answering who, what, where, when, why, and how questions about stories and books.
- Describing the reasons that an author gives to support a point.
- Learning and using new words.
- Learning the rules of spoken and written English.
- Participating in class discussions by listening and building on what others are saying.
- Describing in his own words information learned from articles or books read aloud.
- Working together to gather facts and information on a topic.
- Writing about a short series of events and describing actions, thoughts, and feelings.
- Writing about opinions on books using important details and examples to support a position.

Your child can ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in text.

- Ask questions to clarify meaning.
- Visualize key elements within the text.
- Ask and answer questions before, during, and after reading.
- Take notes based on reading with a question in mind.

HELP AT HOME

- Play "Question Toss." Ask a question then toss a ball to your child. He answers the question then asks a related follow-up question and tosses the ball back to you. Repeat.
- Encourage your child to ask questions.



5 W'S AND AN H QUESTIONING

WHO	Who was there?
WHAT	What happened?
WHEN	When did it happen?
WHERE	Where did it happen?
WHY	Why did it happen?
HOW	How did it happen?

Your child can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- Identify the major characters, setting, problem, and solution in retelling a story.
- Make connections based on prior knowledge.
- Identify the main topic of a multi-paragraphed text.
- Demonstrate the ability to understand the main topic one paragraph at a time.

HELP AT HOME

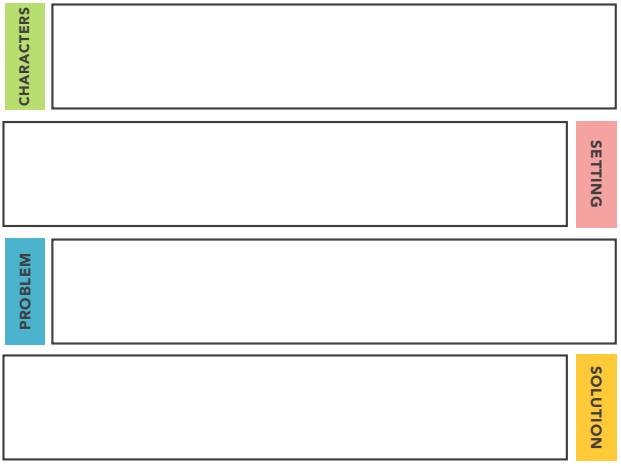
- Use a story map to identify character, setting, problem, and solution.
- Show a picture to your child and ask him to tell you everything he can about the picture.

RESOURCES

SAMPLE STORY MAP

Using a sheet of notebook paper or construction paper, make a simple story map for your child to complete as he reads a story.

BOOK TITLE: _____ **AUTHOR:** _____



Your child can describe how characters in a story respond to major events and challenges.

- Identify the characters in a story.
- Orally describe a character.
- Identify basic story elements as well as major events or challenges within a story.
- Establish a connection that relates to the main topic.
- Identify the cause and effect or the problem and solution of the actions, events, or steps and how it relates to the topic.
- Use prior knowledge to predict what is coming next in the text.
- Monitor thinking so that he understands when meaning is lost.

HELP AT HOME

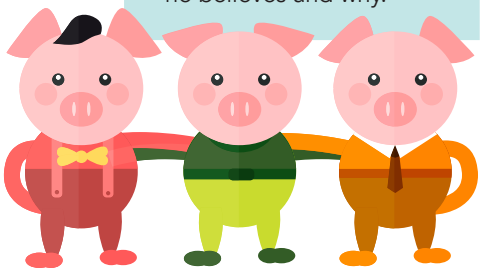
- Choose a character from a favorite book or movie and have your child describe his hair color, eye color, face shape, body shape, etc.
- Show the front and back of a book and the table of contents. Ask your child to list as many possible outcomes for the story as he can think of.

Your child can acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

- Know that dialogue is when characters are speaking to each other in a story.
- Understand that speakers often change in a story.
- Identify who is telling a story at various points throughout the text.
- Identify character's feelings and emotions in the story.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

HELP AT HOME

- When your child is reading, have him use different voices that represent the characters in the text.
- Using a printed copy of the text, have your child highlight the sections where a specific character is speaking (usually in quotations). Then read the text again.
- Have your child highlight each character's dialogue in a different color.
- Read a familiar text such as "The Three Little Pigs." Then read the story "The TRUE Story of the Three Little Pigs." This story is told from the wolf's point of view. Ask your child which character's retelling he believes and why.



Your child can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, and plot.

- Identify basic story details.
- Describe story elements (e.g., character, setting, problem, solution).
- Describe illustrations, photographs, video clips, etc.
- Use illustrations to make predictions before and during reading.
- Use captions to gain understanding when reading.
- Explain how specific images contribute to a text.

HELP AT HOME

- Using a science or social studies textbook or other nonfiction text, analyze different illustrations, graphs, captions, etc. to gain a better understanding of the text.
- Have your child predict what the story will be about by describing the pictures in an unfamiliar text. Then, go back and read the story to see if the predictions were right.
- After reading, have your child retell the story using the book as a reference. Have him describe the plot, characters, setting, problem, solution, etc.



Your child can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- Identify basic story elements (e.g., characters, setting, plot).
- Describe character traits (e.g., feelings, actions, looks).
- Understand the central theme or lesson in multiple texts.
- Recognize similarities and differences between two versions of the same text.

HELP AT HOME

- Have your child compare and contrast two versions of the same story (e.g., "The Gingerbread Boy" and "The Gingerbread Girl").
- Use graphic organizers to gather thoughts and organize information in order to clearly understand the similarities and differences between the two texts.

INTERNET RESOURCES

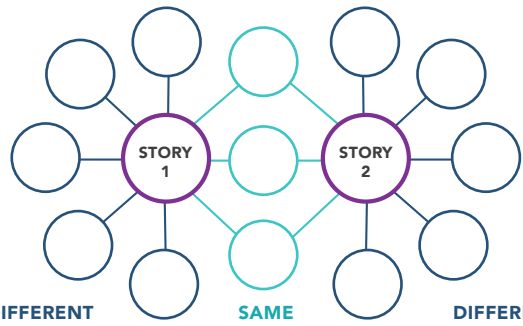
Visit these websites to find different types of graphic organizers:

- http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension
- http://www.eduplace.com/graphicorganizer/
- http://www.scholastic.com/teachers/collection/graphic-organizers

RESOURCES

SAMPLE DOUBLE BUBBLE

Using a sheet of notebook paper or construction paper, make a simple double bubble map for your child to complete after he reads two stories.

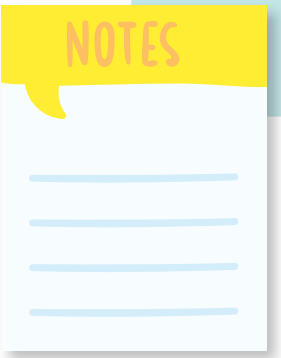


Your child can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Identify the genre of a text in order to determine the purpose of reading.
- Utilize text features to determine and differentiate important and unimportant information in text.
- Use background knowledge to understand text.
- Make predictions before reading the text.

HELP AT HOME

- Have your child take notes on the side of the page based on the reading and with a question in mind.
- Encourage your child to ask questions while reading to aid in comprehension.



Your child can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

- Understand difference between main topic and key details.

HELP AT HOME

- Have your child summarize each section or paragraph in the text, writing down important information.
- Use graphic organizers to organize thoughts while reading in order to gain understanding.

Your child can know and use various text features to locate key facts or information in a text efficiently.

- Know and identify the basic types of text features.
- Use text features to answer questions about the main topic.
- Recognize that text features assist readers in locating information quickly.
- Utilize all parts of an informational text.

HELP AT HOME

- Have your child explain how certain text features can help him learn new information.
- Have your child read a variety of texts in order to be exposed to various text features.
- Use your child's science or social studies textbook to locate different text features and discuss the information communicated by each one.

TEXT FEATURES

Common text features:

- Photographs
- Captions
- Labels
- Illustrations
- Maps
- Indexes
- Glossary
- Diagrams
- Table of Contents
- Charts and graphs
- Icons



Your child can identify the main purpose of a nonfiction text, including what the author wants to answer, explain, or describe.

- Identify the intended audience for the text.
- Understand information can be obtained from the words of the text as well as text features such as illustrations, captions, headings, etc.

VOCABULARY

FICTION is a story that is make-believe; includes characters, a setting, a problem, and a solution. **NONFICTION** is a text that gives true information or facts; includes things such as photographs, charts, or maps.

HELP AT HOME

- Have your child identify the reasons for writing and reading different types of text (e.g., journals, newspaper articles, brochures).
- After reading a nonfiction text, have your child identify the reason the author may have written the text and what his purpose for writing may have been.

Your child can compare and contrast the most important points presented by two texts on the same topic.

- Identify the main topic of a text.
- Use prior knowledge to understand and connect to new learning.
- Understand how to determine similarities and differences between two objects.

HELP AT HOME

- Have your child use graphic organizers to compare and contrast two different texts.

VOCABULARY

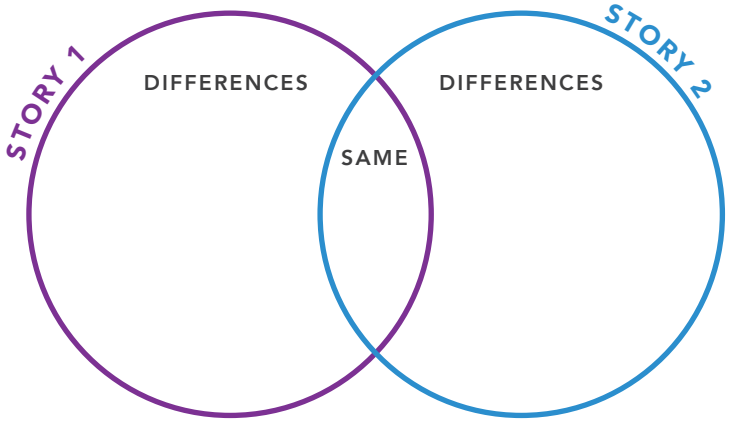
COMPARE refers to how things are the same.

CONTRAST refers to how things are different.

RESOURCES

SAMPLE VENN DIAGRAM

Using a sheet of notebook paper or construction paper, make a simple Venn diagram for your child to complete after he reads two stories.



Your child can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Use strategies to determine unknown words.
- Determine unknown words based on eight context clues (definition, restatement or synonym, contrast or antonym, comparison, list or series, cause and effect, example, inference).
- Explain how rhythmic words and phrases assist the reader in gaining deeper meaning in stories, poems, or songs.

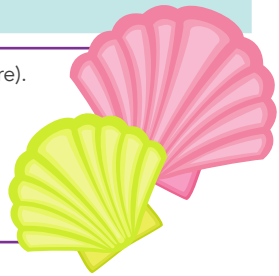
HELP AT HOME

- If you know that the text your child is reading is going to have unfamiliar words, write them down on a piece of paper and decode them together before he reads the text.
- Read a rhyming book to your child, beginning to end, without stopping. Go back and read it again and this time leave out the second rhyming word of each rhyming pair. Challenge your child to fill in the correct missing word.

VOCABULARY

ALLITERATION is when the same letter or sound appears at the beginning of words in a sentence or story (e.g., Sally sells seashells down by the seashore).

ANTONYMS are words that are opposites (e.g., hot – cold; up – down; stop – go).
SYNONYMS are words that are alike or the same (e.g., large – huge; tiny – small; dirty – messy).

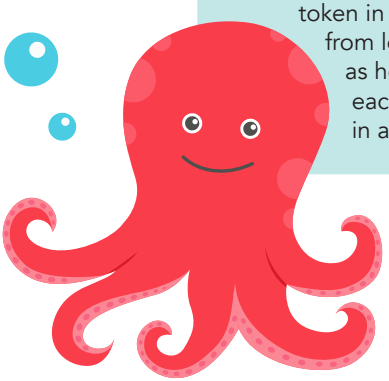


Your child can identify the reasons an author gives to support points in a text.

- Understand vowels make special sounds.
- Understand that words are made of syllables.
- Understand that there are different syllable patterns.
- Understand that some letter combinations result in one sound.

HELP AT HOME

- Provide visual cues for your child with each vowel sound: I = igloo, a = apple, o = octopus, u = umbrella, e = elephant.
- Draw two or three horizontally connected boxes on a sheet of paper. Your child will place a token in each box from left to right as he hears each syllable in a word.



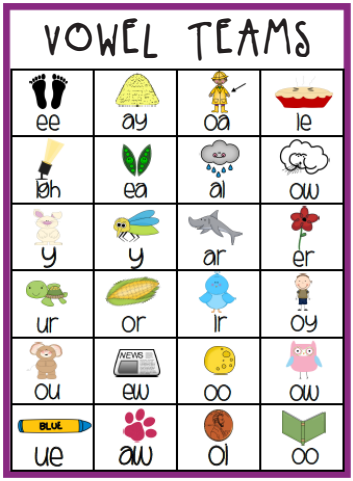
Your child can know spelling-sound correspondences for additional common vowel teams.

- Recognize certain vowel combinations, allowing for a short or long vowel sound.
- Understand each sound in a given word also represents a letter or a group of letters.
- Write the spelling representations for vowel sounds.

HELP AT HOME

- Provide your child with a vowel combination chart. This will give him a visual cue and he can practice how to spell the different vowel sounds (e.g., oe, oa, ai, er, oo).

RESOURCES



VOWEL TEAMS

- They come as a team.
- Two vowels next to each other.
- Two letters that come together to make one sound.
- Some vowel teams can be spelled more than one way (e.g., ai-r**ai**n; ay-h**ay**).

Image from http://chaplinschool.org/academics/classrooms/grade-2-mrs-rossi/2nd-grade-resources-reading-foundational-skills/

Your child can decode words with common prefixes and suffixes.

- Understand affixes are added to help add to a word's meaning.
- Identify a base word and then use the affix to help determine the meaning of the word.

VOCABULARY

AFFIXES are anything placed at the beginning or end of a word.

PREFIX is a group of letters placed at the beginning of a root or base word that changes its meaning (e.g., **un**friendly, **mis**understood, **re**play).

SUFFIX is a group of letters placed at the end of a root word that changes its meaning (e.g., help**ful**, sad**ness**, jump**ing**).

HELP AT HOME

- Provide your child with a magazine and have him look for and highlight words with prefixes and suffixes. He can read the words to you and check for the word's meaning.
- Create cards with common prefixes and suffixes as well as cards with common base words. Have your child practice adding affixes to create new words.

Your child can identify words with inconsistent but common spelling-sound correspondences.

- Understand that letter-sound correspondence can help determine the spelling of words.
- Know grade level high frequency words.
- Apply spelling-sound rules to determine an unknown word.

HELP AT HOME

- Print the high frequency word list for your child's grade level and write them on index cards. You can play memory games with these words until your child has memorized them, focusing on five words at a time.

Your child can recognize and read grade appropriate irregularly spelled words.

- Identify irregularly spelled words.

HELP AT HOME

- Print "Fry's Second 100-Word List." Use this list of words to practice identifying irregularly spelled words.
- Have your child practice writing and reading the newly taught words.

FRY'S SECOND 100-WORD LIST

LIST 1	over new sound take only little work	know place years live me back give	most very after things our just name	good sentence	man think
LIST 2	say great where help through	much before line right too	means old any same tell	boy follow came want show	also around form three small
LIST 3	set put end does another	well large must big even	such because turn here why	ask went men read need	land different home us move
LIST 4	try kind hand picture again	change off play spell air	away animal house point page	letter mother answer found study	still learn should America world

Your child can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Use grade level word decoding strategies to decode unfamiliar words.
- Self-correct by rereading when needed.
- Self-monitor while reading.

HELP AT HOME

- While reading, have your child practice using decoding strategies when encountering unfamiliar words.
- While reading, use the context of the sentence, pictures, and prior knowledge to confirm or self-correct mistakes.

DECODING STRATEGIES

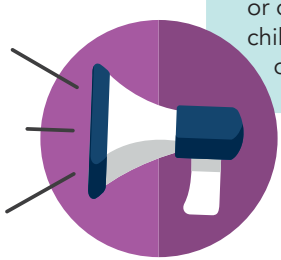
- Get your mouth ready for the first sound of the word.
- Look for chunks within the word.
- Re-read the sentence.
- Stretch out the word.
- Change the vowel sound.
- Jump over the word, read the rest of the sentence, then re-read the sentence.
- Use picture clues.
- Use prior knowledge.

Your child can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Understand that key ideas help in understanding.
- Understand how to describe key ideas or details from a text or presented through other media.

HELP AT HOME

- Read a story to your child or have him listen to a story read aloud and orally retell the key details and events of the story.
- After watching a movie or other video, have your child orally describe key details or events.



Your child can determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

- Understand prefixes are word parts that are added to the beginning of the word that changes the meaning of the word.

HELP AT HOME

- Print a list of grade appropriate prefixes. Use this list to identify new words that contain prefixes.
- Show your child a word card and give him a sentence with that word. Have him add a prefix to the word and create a new sentence. Discuss how the sentence's meaning changes.

Your child can distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

- Understand that synonyms are words that have similar meaning.

HELP AT HOME

- Write several words on cards that have similar meanings (e.g., big, large, enormous, gigantic, huge, tiny, small). Have your child sort the cards based on their similarities.
- Have your child act out variations of closely related words such as "hop" versus "jump" or "toss" versus "hurl."



Your child can use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

- Understand that compound words are two words that are joined together to form a new word.



HELP AT HOME

- Write several compound words on index cards. Cut the cards in half and have your child match the cards back together to create the compound words.
- Create a matching game for your child by writing the 2 words that make up a compound word (cat and fish = catfish). Have your child turn over two cards at a time and determine if they make a compound word. If the words can make a compound word, he gets to keep the cards. If not, he must flip the cards back over. Repeat until your child has "won" all of the cards.

Your child can read with accuracy, appropriate rate, and expression.

- Determine how to read grade level words accurately and repeatedly.
- Read text with fluency and expression.

VOCABULARY

FLUENCY is the ability to read words in the text effortlessly and accurately with meaningful expression.

HELP AT HOME

- Have your child read a familiar text to you. Encourage him to read it fluently and with expression. You can model fluency and good expression for your child when reading aloud to him.

Your child can read grade level text with purpose and understanding.

- Understand grade level vocabulary.
- Predict what a text may be about before reading.
- Check his predictions of text during reading.
- Check for understanding of comprehension before, during, and after reading.



HELP AT HOME

- Create a bubble map for your child to use for his vocabulary words. Have him list synonyms, antonyms, and then draw a picture to increase understanding.
- Have your child create a story map of the text he has read using the characters, setting, problem, solution, etc.
- Ask your child comprehension questions before, during, and after reading.

STAGES OF READING DEVELOPMENT

EARLY EMERGENT READERS are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

EMERGENT READERS are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

EARLY FLUENT READERS are experiencing a greater variety of text and are able to recognize different styles and genres. Independence often varies with the type of text being read.

FLUENT READERS read a wide range of text types and do so independently. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. For the most part, they are capable of improving their reading skills and selection of materials independently through increased practice.

Your child can describe reasons to support specific points the author makes in a text.

- Identify key details in a text.
- Determine relevant details an author uses to support his point.

HELP AT HOME

- Choose a familiar book and reread it with your child. Discuss why the author wrote the story and what details he used to support the main idea.

Your child can read and comprehend literature and informational texts, including stories, poetry, history, and science.

- Read text from a variety of genres.
- Utilize comprehension strategies to gain deeper understanding when reading with a friend or during independent readings.

HELP AT HOME

- It is important to read to your child from a variety of genres. Choose from a variety of books when you are looking for read alouds. Possible genres might include: historical fiction, mystery, fantasy, folklore, poetry, nonfiction, autobiography, biography, realistic fiction, and science fiction.

