

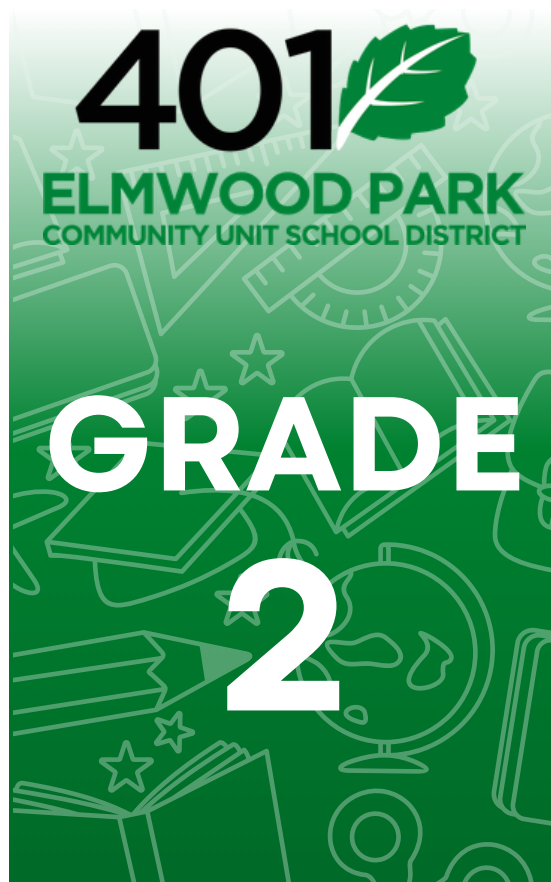
Family Guide to Support Learning

Parents and caregivers want their children to succeed in school, to be engaged and excited about learning; to build strong relationships with their teachers and peers; and to learn each year the knowledge and skills they need to be successful academically.

But it hasn't always been easy for parents and caregivers to figure out what children should know and be able to do by the end of each grade and how to discuss these topics with their children and their teachers.

This Family Guides takes the mystery out, and provide parents and caregivers with the information and tools they need to support their children academically in literacy and math, which are the building-block subjects for everything else.

With this guide, families can engage more deeply in their children's education, advocate for them, and build partnerships with their teachers, thus developing the strong bond between students, families, and teachers that ensures kids thrive.



- **What Your Child Should Know & Be Able to Do**
 - What experts say is the most important content (knowledge and skills) for students to learn by end of second grade.
- **Everyday Activities to Support Learning**
 - We've included some ways you can support your child in learning important content and skills in literacy and math.
- **Education Words**
 - Sometimes, you'll hear educators use a word that has a specific meaning in schools. Those words are bolded. Understanding those terms will help you speak the same language.
- **Tips for Talking with Teachers**
 - How you and your child's teacher can work together to help your child grow.
- **Parent Guide and Success Video**
 - Review the Illinois Learning Standards and view success videos of what learning looks and sounds like.



LITERACY



WHAT YOUR CHILD SHOULD KNOW AND BE ABLE TO DO



Throughout the school year, 2nd Grade students will spend the most time working on the following topics. They should understand them well by the end of the school year.

Learning to read and write:

- Matching letters and sounds to sound out and write most words. (This may include inventive spelling for writing.) Students should be able to accurately decode and write most commonly spelled one and two syllable words.
- Recognizing, spelling, and properly using those little grammatical words that hold the language together (for example, “a,” “the,” “to,” “of,” “from,” “I,” “is,” “are”).
- Reading and rereading decodable texts and words/sentences independently so that the reading is smooth.
- Reading grade level texts smoothly and with expression, at a fluency rate of between 70-130 words per minute by the end of the year.
- Writing complete sentences, with mostly correct spelling, capitalization, and punctuation.

Learning about the world through text: *

- Asking and answering questions about stories and texts that are read aloud to them or they read to themselves. Retelling what happened and explaining key ideas.
- Figuring out the meaning of words in context when a known prefix or suffix is used (“happy/unhappy;” “pain/painful/painless”).
- Showing something new they have learned from a text or about a topic. This can be in any form: speaking and conversation, illustrations, letters, stories, posters or sentences on the page.
- Writing about what happened or information learned from the text. Children should include a title, an introduction, well developed examples, and a concluding statement or section.

*The texts used for this purpose are often read aloud since they are more complex than the child could read alone. But texts children can read for themselves (with support as needed) may also be used.



EVERYDAY ACTIVITIES TO SUPPORT LEARNING WITH LITERACY

- Turn on the closed captioning while watching TV to allow your child to read along with the dialogue.
- Have “book talk” conversations. Ask your child to summarize the important ideas in their own words. Ask your child to show you what part of the text provided this information.
- Pick a topic to learn about together. Read books, look online, do things together. You can help your child build knowledge and develop a love of learning.
- Encourage your child to use writing regularly in the real world. This can include authentic writing (grocery lists, notes, chore lists, etc.) as well as writing in a journal, book response notebook, or other creative writing opportunities.



MATHEMATICS



WHAT YOUR CHILD SHOULD KNOW AND BE ABLE TO DO



Throughout the school year, 2nd Grade students will spend the most time working on the following topics. They should understand them well by the end of the school year.

- Solving challenging addition and subtraction word problems with one or two steps. (For example, a “one-step” problem would be: “Lucy has 23 fewer apples than Julio. Julio has 47 apples. How many apples does Lucy have?”)
- Mentally adding the sum of any two single digit numbers (remembering that $7 + 9 = 16$). Subtracting mentally with ease from a number 20 or less.
- Understanding what the digits mean in three-digit numbers. (The number 342 refers to 3 hundreds, 4 tens, and 2 ones.)
- Using understanding of place value to add and subtract three-digit numbers ($811 - 367$). Adding and subtracting two-digit numbers with ease ($77 - 28$).
- Measuring and estimating length in standard units.
- Solving addition and subtraction word problems involving length. (For example, “The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?”)



EVERYDAY ACTIVITIES TO SUPPORT LEARNING WITH MATHEMATICS

- Ask children addition and subtraction problems with one or two steps as they engage with their world.

Examples:

One step: “Today we are going to spend 70 minutes reading and doing puzzles. 25 minutes will be for doing puzzles. How many minutes will we read?”

Two step:

“You gathered 60 vegetables from the community garden. You gathered 30 cobs of corn and 20 tomatoes. The rest of the vegetables were peppers. How many peppers did you collect?”

- Practice addition. Add ones and ones, tens and tens, and hundreds and hundreds for problems like $413 + 281$.



EDUCATIONAL WORDS



Sometimes, you'll hear educators use a word that has a specific meaning in schools. Understanding those terms will help you speak the same language!

Decodable

Decodable texts are those that are connected to sound and spelling patterns that have already been taught, so most words the students read will be ones they can decode based on what they have been taught. (For example, students who have learned the sounds /a/, /c/, and /t/ can decode "cat.")

Inventive spelling

Spelling a word using spelling attempts based on letters that the child knows to represent each sound. Accurate spelling is less important than ensuring that your child is using what they have been taught, and building up their ability to sound out words when writing.

Fluency

The ability to read with speed, accuracy, and proper expression that shows comprehension of what is being read.

Reading level

Teachers often determine the grade level at which a student is reading. But sometimes, children are then limited to reading texts at that level (typically a letter or number). This practice is one to be wary of, particularly if children are limited to reading only texts that are below the grade level goals, or texts that aren't decodable and don't match their phonics instruction.

Place Value

Every digit in a number has a place value based on its position in the number. For example, in the number 548, the digit 5 is in the hundreds place, and its place value is 500. The digit 4 is in the tens place, and its place value is 40. The digit 8 is in the ones place, and its place value is 8.

Sight words

Sight words are any words that a child can read automatically.

Sum

A sum is the result or answer we get by adding two or more numbers or terms.



TIPS FOR TALKING WITH TEACHERS



- What are my child's strengths, and how do you use them in instruction?
- What topics are children learning about through reading? What should my child be able to understand and talk about as a result of what they have read?
- Is my child able to speak and listen in class discussions and conversations in ways that show you they understand what they are reading and learning about? If not, what challenges are they facing?
- How frequently does my child read grade level text independently? If they are not reading grade level text independently, why not? How are you supporting any reading needs they have while still allowing for time with grade level text? How can I help?
- Does my child have a chance to write regularly in class? Is my child writing clearly and legibly, and in complete sentences?

Math

- What kinds of number problems are children learning to solve this year?
- Ask for specific updates on how your child is progressing in their understanding of the key content of the grade.
- What should my child be able to understand and talk about as a result of what they have learned?
- How does my child approach challenging math tasks? What are some suggestions for me to encourage them in learning challenging content?
- Is my child able to demonstrate to you that they understand what they are learning about? If not, what challenges are they facing? How can I help? How can I support a positive approach to learning math?

ILLINOIS LEARNING STANDARDS PARENT-GUIDE

This guide explains the Illinois Learning Standards your child will learn throughout the year and offers simple ways families can support learning at home. [2nd Grade Parent Guide](#)

EDUCATIONAL SUCCESS

See what success looks like by the end of the school year for Literacy and Math: [2nd Grade Success Video Clips](#)

