



### Speaking and Listening:

- **Comprehension and Collaboration** (join in on conversations about second grade topics and texts; is able to ask and answer questions about what a speaker says in order to clarify, gather additional information, or deepen understanding of a topic or issue)
- **Presentation of Knowledge and Ideas** (create an audio recording of stories or poems; add drawings or other pictorial displays to tell a story or retell an experiences)

### Language:

- **Conventions of Standard English and Knowledge of Language** (use knowledge of language and its conventions when writing, speaking, reading, and/or listening)
- **Vocabulary Acquisition and Use** (figure out the meaning of unknown and multiple-meaning words/phrases based on second grade reading; choose different strategies to help understand words and phrases)

### What can you do as a Parent to Help or Support Your Child?

- Read with your child every day. Read different types of books (stories, children magazines, how-to books, informative books, camp brochures, rhyming books, menu items, etc.). Ask questions to check for understanding; and whenever possible help your child make the connection of the text to something in life.
- After reading something, encourage your child to retell the story in their own words.
- Talk about words that are unfamiliar or might have more than one meaning. Talk about these words with your child to help them build a strong vocabulary.
- Ask your child to give examples (evidence) to support their opinion (arguments/judgments) about what they are reading, hearing or doing.
- Make writing a natural part of the daily routine. Do things like write notes to one another, write special events on the calendar, add items to the grocery list, write thank you notes for gifts, or write special friends or family a letter informing them about a special event.
- If you have technology at home encourage your child to practice keyboarding (free websites) a few times per week. Typing skills will be an important part of upcoming grade levels.



***“A great place to learn, contribute and compete.”***

*This past year, our staff and I have been attending workshops that are helping us to gain a better understanding of the Common Core State Standards (CCSS), what our students will need to know to prepare for the 21st century. Below are the Standards for Second Grade Math. The greatest message has been deeper experiences, not more. Children need to be able to develop their own thinking, not be told how to think. We need your help. Please become familiar with what your child needs to know and help develop these things at home.*

—Terri Portice, Director of Teaching and Learning  
[porticet@reeths-puffer.org](mailto:porticet@reeths-puffer.org)

**For more information:** [http://www.reeths-puffer.org/Our\\_District/Departments/Curriculum/curriculum-corner-for-parents/](http://www.reeths-puffer.org/Our_District/Departments/Curriculum/curriculum-corner-for-parents/)

## 2nd Grade Math Standards

### Operations and Algebraic Thinking

- Use drawings, models and objects to solve addition and subtraction problems
- Add and subtract within 20
- Work with equal groups of objects to gain foundations for multiplication
- Develop, discuss, and use accurate and generalizable methods to solve problems

### Number and Operations in Base Ten

- Understand what the digits mean in a number (place value)  $352 = 300 + 50 + 2$
- Add and subtract three digit numbers

### Measurement and Data

- Measure and estimate lengths (cm and inches)
- Solve word problems involving addition and subtraction
- Work with time (am and pm)
- Represent and interpret data (graphs and charts)

### Geometry

- Describe and analyze shapes (sides and angles). Compose (put together) and decompose (take apart) shapes to create new shapes

## What Can You do as a Parent to Help or Support Your Child at Home in the Area of Math?

- Involve your child in age appropriate conversations about daily math tasks that are a natural part of day-to-day life. (i.e., cooking, measuring, budgeting, shopping, etc.)
- Play math games with your child. For example, “I’m thinking of a number. It has 5 tens, 3 hundreds, and 2 ones. What is the Number? What is 10 more or 10 less than the number?”
- Brainstorm different ways to make a stated number, using a variety of combinations. What are some ways that you can make the number 40? ( $20 + 20 = 40$ ,  $80 - 40 = 40$ ,  $10 + 30 = 40$ ,  $15 + 15 + 10 = 40$ ).
- Have your child look for and name repeating patterns found on floor and wall tiles, (repeating patterns in phone directory, area codes, zip codes, etc.).
- Allow your child to explore/struggle through the process in order to gain a deeper understanding of “how” and “why” math works. Exploration and self-discovery leads to deeper understanding of the concepts being taught.
- Ask your child the question “How did you decide on those numbers? Why do you think that might be right? Will that work every time? Is there another way to solve that problem?”

## We ask that you please refrain from teaching your child a short cut like a math algorithm (procedures).

- We need students to have a solid number sense understanding and be able to use a variety of strategies to solve problems. Once an algorithm/math procedure is taught, students put their energy and thinking into remembering the procedure and lose sight of the thinking that goes around understanding the math. We need to go slow and let students gain a deeper understanding of the math concepts and skills before we teach them short cuts to solve problems. Deeper conceptual understanding is the way to prepare students for making sense of many different aspects of math integrated into a school lessons as well as to real world situations.



*Below are the standards for second grade in the area of English Language Arts. The Common Core State Standards (CCSS) require students to dig deeper into the learning experiences with an added emphasis on the application of the skills to everyday life. You will notice that students will be asked to read more challenging texts and will need to refer back to the text to find examples (evidence) to support their answers. The new standards also have an increased emphasis on building stronger writing skills around the various types of writing. Students will be increasing their vocabulary skills to ensure they can read and comprehend the grade level materials and can apply the learning to real life situations. The Reeths-Puffer staff is looking to partner with you to help your child be successful in their educational journey.*

The following items outline the major instructional concepts for **Second Grade** students in English Language Arts.

### Reading Foundations:

- **Phonics and Word Recognition** (knows and applies grade-level phonics and word analysis skills when reading/decoding words)
- **Fluency** (read with accuracy and fluency to support understanding/comprehension)

### Reading Literature and Informational Text:

- **Key Ideas and Details** (describe how characters in a story respond to major events and challenges; make connection between a series of historical events, scientific ideas/concepts, or the steps in technical procedures found in second grade text)
- **Craft and Structure** (explain the differences between books that tell stories and books that give information)
- **Integration of Knowledge and Ideas** (use information gained from pictures and words in a print or digital text to show understanding of characters, setting, or plot; and be able to compare and contrast the most important points in two texts about the same topic)
- **Range of Reading and Level of Text Complexity** (read and understand/comprehend literature and informational texts, including history/social studies, science, and “how-to” texts)

### Writing:

- **Text Types and Purposes** (understand there are different types of writing (narrative, informational, and opinion) and practice writing the different types of writing)
- **Production and Distribution of Writing** (use a variety of digital tools to create and publish writing; collaborating with friends and with some support from adults)
- **Research to Build and Present Knowledge** (participates in shared research and writing projects)