
What is expected in Second Grade?



**A Guide to the
MISSISSIPPI STATE STANDARDS
for
Lee County Families**

Dear Parents,

Your child is about to begin second grade in Lee County School District. We would like to take this opportunity to welcome you to a new school year!

All Lee County schools strive to provide the best education possible to each and every student. Lee County Schools, along with all Mississippi schools, has adopted the Mississippi College and Career Readiness Standards. The standards reflect input from educators and parents from all over the state. They are designed to ensure that students are better prepared for college and the workplace; therefore, these standards are more rigorous than previous learning objectives. We, as educators, are working to ensure that every student meets these standards.

The information provided in this guide gives an overview of what your student needs to master in order to be successful in second grade. You should use this guide, along with information provided by your school, to help build a relationship with your child's teacher. We believe that communication between home and school is the key to success for your student!

Thank you for allowing us to be part of your child's educational experience.

Sincerely,

The Educators and Staff of Lee County School District

Reading/Language Arts

Second grade students continue to build on the standards learned during first grade. He or she will be expected to read and comprehend various kinds of text, improve his or her phonics and writing skills, and continue to learn the conventions of English grammar and spelling. Below is a sample of the skills that your child will be working on in second grade. For a complete list of standards, please visit www.mdek12.org.

Reading Standards for Literature

- Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Determine the lesson or moral of stories from different cultures.
- Acknowledge differences in the points of view of characters.
- Compare and contrast two or more versions of the same story.
- Describe the overall structure of a story, including how the beginning introduces the characters and the ending concludes the action.

Reading Standards for Informational Text

- Identify the main topic of a multi-paragraph text as well as the focus of the paragraphs within the text.
- Describe connections between a series of historical events, scientific ideas or concepts, or steps in a technical procedures text.
- Know and use various text features.
- Explain how specific images contribute to and clarify a text.

Foundational Skills of Reading

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish between long and short vowels and know the spelling-sound correspondences for common vowel teams.
- Decode words with common prefixes and suffixes (re-, pre-, un-, mis-, dis-, tri-, bi-, -s, -es, -er, -est, -ing, -ly, -ed).
- Read on-level text fluently and with purpose and understanding.

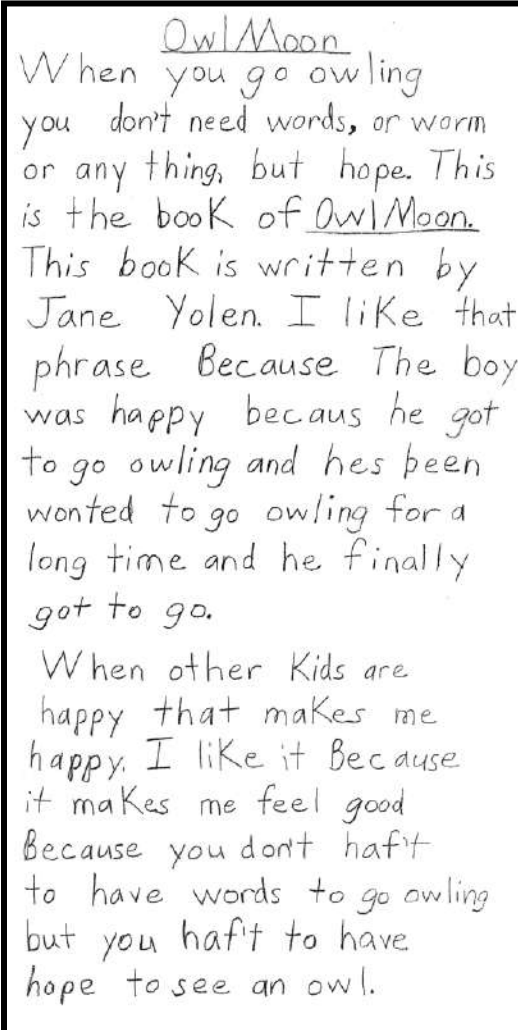
Speaking and Listening Skills

- Participate in collaborative conversations with diverse partners in small and large groups.
- Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly and in complete sentences.
- Create audio recordings of stories or poems.
- Produce complete sentences when appropriate to task and situation.

Writing

Writing Skills

- Write opinion pieces, develop informative or explanatory texts, and narrate events. These works should include an introduction, descriptive details or facts, temporal or linking words, and a concluding statement.
- With help from others, add details to strengthen their writing and publish their work using digital tools.
- Participate in shared reading and writing projects.
- By the end of the school year, a student's writing should be at or above the following sample.



Owl Moon
When you go owling you don't need words, or worm or any thing, but hope. This is the book of Owl Moon. This book is written by Jane Yolen. I like that phrase Because The boy was happy becaus he got to go owling and hes been wonted to go owling for a long time and he finally got to go.
When other Kids are happy that makes me happy. I like it Because it makes me feel good Because you dont hafit to have words to go owling but you hafit to have hope to see an owl.

The writer of this piece:

- ✓ introduces the topic (with some words from the book) and the title.
- ✓ states an opinion about the book and supplies reasons to support the opinion.
- ✓ uses linking words to connect opinion and reasons.
- ✓ provides a concluding statement.
- ✓ demonstrates growing command of the conventions of standard written English.

Language

Language Skills

- Use collective nouns and irregular plural nouns (e.g. feet, mice, children).
- Use reflexive pronouns such as *myself*, *ourselves*, and *yourself*.
- Use irregular past tense verbs (e.g. sat, hid, told).
- Use adjectives to modify nouns and adverbs to modify verbs.
- Produce, expand, and rearrange simple and compound sentences of all types.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Compare formal and informal uses of English.
- Use glossaries and beginning dictionaries.
- Use sentence-level context clues and knowledge of root words or affixes to determine the meaning of unknown words.

Sample Texts for Second Grade

Research shows that children who read books for just 20 minutes a day perform better in school. The books listed below demonstrate the appropriate level of text complexity for second grade students.

Stories

- *Sarah, Plain and Tall* by Patricia MacLachlan
- *Henry and Mudge* by Cynthia Rylant
- *Tops and Bottoms* by Janet Stevens
- *Poppleton in Winter* by Cynthia Rylant
- *Cowgirl Kate and Cocoa* by Erica Silverman
- *The Fire Cat* by Esther Averill

Poetry

- "Autumn" by Emily Dickinson
- "Who Has Seen the Wind?" by Christina Rossetti
- "Afternoon on a Hill" by Edna St. Vincent Millay
- "Something Told the Wild Geese" by Rachel Field

Informational Text

- *Bats: Creatures of the Night* by Joyce Milton
- *Martin Luther King and the March on Washington* by Frances E. Ruffin
- *So, You Want to be President?* by Judith St. George
- *Where Do Polar Bears Live?* by Sarah L. Thomson

Tips for Helping Your Child in Reading

Listed below are some tips for helping your second grader with reading skills at home.

- **Make reading a regular event.** Make sure to set aside special time for reading with your child each day. Not only does this improve a child's reading skills, it helps to strengthen bonds between parent and child. If your child is already a reader, do not expect them to always read to you. Take turns reading!
- **Practice the three P's—Pause, prompt, and praise.** Most children will pause when they come to a word they don't know. Don't tell them the word immediately. Give them time to think. If they still don't know the word after 10-20 seconds, give them a prompt such as, "Can you sound out this word?" If prompting doesn't help, then tell them the word. Be sure to praise their efforts.
- **Keep moving.** While accuracy is important, not every word has to be correct! You should not interrupt your child for every mistake he or she makes. Only interrupt if the mistake is going to cause a misunderstanding. Instead of interrupting, make notes of mispronounced words and review them when your child finishes reading the passage.
- **Talk about it.** Be sure to talk about every story that you read. Ask about your child's favorite part, who the characters were, or where the story took place. If the passage is informational, be sure to ask about the main idea. The more your child talks about the passage, the more he or she learns and remembers!
- **Don't wait to get help.** If you suspect that your child has a reading problem, seek help or advice immediately. Reading problems often get worse as a child gets older. Be sure to stay in close communication with your child's reading teacher in order to identify problems as they arise.



Mathematics

In second grade, students work to fluently solve problems involving addition and subtraction, understand the concepts of even and odd, work with place value up to the hundreds place, measure objects, and count money. Below is a sample of the skills that your child will be working on in second grade. For a complete list of standards, please visit www.mdek12.org.

Operations and Algebraic Thinking

- Use addition and subtraction within 100 to solve one- and two-step word problems.
- Know from memory all the sums of two one-digit numbers.
- Determine whether a group of objects has odd or even number of members.

Number and Operations in Base Ten

- Count within 1000.
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones.
- Compare three-digit numbers using the $>$, $<$, or $=$ symbols.
- Fluently add and subtract within 100.
- Explain why addition and subtraction strategies work using place value and the properties of operations.

Measurement and Data

- Compare units of measure.
- Measure to determine how much longer one object is than another.
- Work with time to the nearest five minutes and money to \$5.00.
- Draw and answer questions about a pictograph, bar graph, or line plot.

Geometry

- Recognize and draw shapes having specified attributes such as a given number of angles or sides.
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, and four equal shares, describe the shares using words *halves*, *thirds*, *fourths*, or *quarters*.
- Recognize that equal shares of identical wholes need not have the same shape.

Tips for Helping Your Child in Math

Listed below are some tips for helping your second grader with math skills at home.

- **Incorporate math language into your daily routines.** Practice words like *half*, *third*, *quarter*, and *fourth* while in the kitchen. For example, divide a sandwich into four equal pieces. Explain that each piece is called a fourth and two fourths make one half.
- **Play simple math games with everyday objects.** Arrange crackers or other objects into rectangular arrays of rows and columns. Count the objects in each row and add repeatedly to get a total. This activity helps lay the foundation for your student to begin multiplication.
- **Practice simple addition and subtraction.** Sometimes, there is no substitute for memorization. Practice daily with addition and subtraction flash cards at home.
- **Introduce your child to the concepts of time and money.** Purchase an inexpensive clock or watch for your child. Be sure to make note of the time while going through daily routines. Help your child count his or her money before putting it in a piggy bank. Allow your child to make small purchases at the grocery store or restaurant.
- **Help, but don't do it for them.** Instead of giving your child the answer to a problem, help them to reword or see the problem in a different way. Encourage them to try different solutions, draw pictures, or use manipulatives in order to find the answer on their own.



Science and Social Studies

Science and Social Studies are an important part of a child's education even at the second grade level. Below is a sample of science and social studies standards that are found in the typical second grade classroom.

Science: *Students will demonstrate an understanding of . . .*

- the classification of animals based on physical characteristics.
- how living things change in form as they go through the general stages of a life cycle.
- the interdependence of living things and the environment in which they live.
- the ways animals adapt to their environment in order to survive.
- the properties of matter.
- how the motion of objects is affected by pushes, pulls, and friction on an object.
- the appearance, movements, and patterns of the sun, moon, and stars.
- how humans use Earth's resources.

Social Studies: *Students will . . .*

- examine how individuals play different roles and exercise good citizenship in the local community.
- demonstrate knowledge of how to be a good citizen.
- demonstrate a knowledge of authority figures in the local community.
- explain how individual wants and needs impact the production of goods and services.
- explain the effects of supply and demand on the price of goods and services.
- differentiate between needs and wants of individuals.
- identify the role of financial institutions within the community.
- illustrate the role of unity and diversity within the community.
- describe and explain how traditions and customs contribute to unity and diversity.
- explain the role of cooperation and compromise within the community.
- differentiate between different types of maps.
- investigate physical features of the local region.
- recognize maps, graphs, and other representations of earth.
- evaluate how people and events have shaped the local community, state, and nation through primary resources.
- utilize oral traditions that contributed to the cultural diversity of the community, state, and nation.

Helping Your Student Succeed




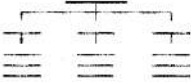
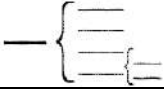
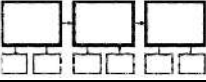
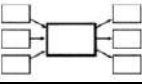

As parents, you are the most important element in your child's success. Listed below are the top five ways you can help your child succeed in school.

1. **Make sure your child is at school every day possible.** If your student is absent, he or she is missing valuable lessons. We understand that absences will occur, but try to limit missed days to sickness and emergencies only.
2. **Establish a homework routine.** Establish a routine time and place for completing homework assignments. If your child doesn't have homework, use the time to review or read.
3. **Keep in touch with teachers.** Teachers expect parents to contact them once or twice per term. This could be as simple as a note or email to say, "How's my child doing?" or more formal, such as a parent-teacher conference.
4. **Teach your child character.** School is a social place, and students must behave accordingly. Teaching your child to respect others and to say "please" and "thank you" goes a long way to helping them become responsible citizens.
5. **Make time every day to talk with your child about the day's activities.** Let them know you care, and really listen to what they have to say.



Thinking Maps®

Thinking Maps are a district wide initiative designed to provide a consistent format for organizing thoughts across grade levels. *Thinking Maps* are used in the same manner as graphic organizers; however, while there are thousands of graphic organizers, there are only eight *Thinking Maps*! The maps will be introduced during the first semester of school and used throughout the school year. Examples of each map are shown below.

Map	Thinking Process	Questions to be Answered
Circle Map 	Defining in Context	How are you defining this thing or idea? What is the context? What is your frame of reference?
Bubble Map 	Describing Qualities	How are you describing this thing? Which adjectives would best describe this thing?
Double Bubble Map 	Comparing and Contrasting	What are the similarities and differences between these two things?
Tree Map 	Classifying and Sorting	What are the main ideas and supporting details in this information? How would you sort these objects or this information into categories?
Brace Map 	Part-to-Whole Relationships	What are the component parts and subparts of this whole physical object?
Flow Map 	Sequencing	What happened? What is the sequence of events? What are the substages?
Multi-Flow Map 	Cause and Effect	What are the causes and effects of this event? What might happen next?
Bridge Map  Relating Factor	Seeing Analogies	What is the analogy being used? How are these things related? What is the relating factor?



Online Resources

Mississippi Department of Education

www.mdek12.org

Lee County Schools

www.leecountyschools.us

**Please sign up for Active Parent to access your student's grades.*

National Parent-Teacher Association

www.pta.org

Parent Resources

www2.ed.gov/parents

This brochure is a publication of



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