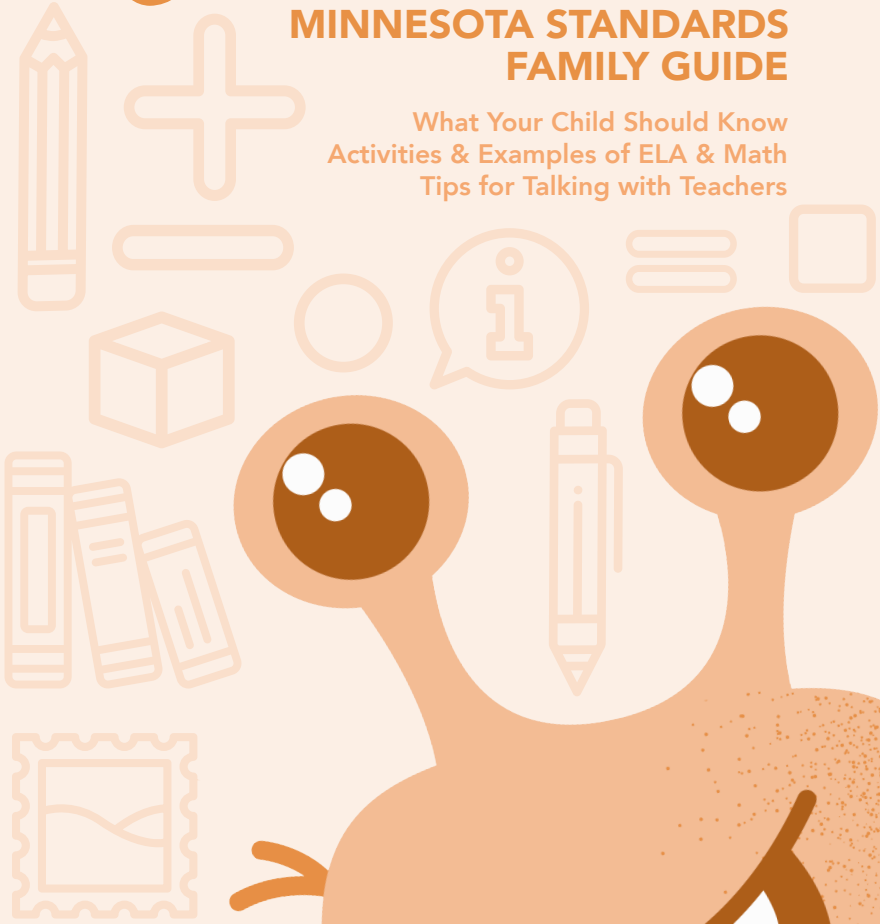


Grade 2

MINNESOTA STANDARDS FAMILY GUIDE

What Your Child Should Know
Activities & Examples of ELA & Math
Tips for Talking with Teachers



About This Guide

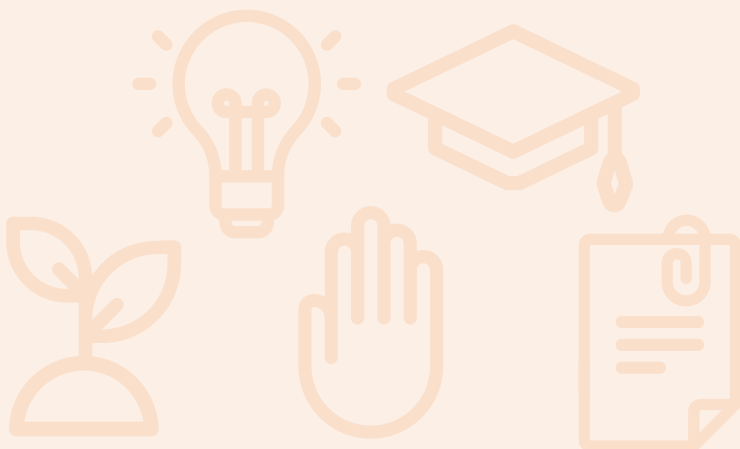
Families want to know what their child is learning in school. They are their child's first—and most important—teacher.

The Minnesota Department of Education decides what every child will learn in school in all subjects. This guide helps you understand those standards in English Language Arts (ELA) & Math. This will help you partner with your child's teachers to support learning during 2nd grade.

BEFORE YOU START

Before reviewing this guide, we encourage you to 'gut check' your student's current grade level at belearninghero.org/readiness-check-mn.





This Guide Includes



What your child should know & be able to do–

PAGE 4 FOR ELA & PAGE 10 FOR MATH

The most important content (knowledge & skills) for students to learn by the end of 2nd grade



Examples of ELA–

PAGE 6

Example work your child should be able to do by the end of 2nd grade



Everyday activities to support learning–

PAGE 7 FOR ELA & PAGE 12 FOR MATH

Ways you can support your child in learning important content & skills in English Language Arts & Math



Tips for talking with teachers–

PAGE 8 FOR ELA & PAGE 13 FOR MATH

How you & your child's teacher can work together to help your child grow



Education words glossary–

PAGE 14

Definitions of common education words relevant to 2nd grade



English Language Arts

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

During 2nd grade, students should spend most of their time reading, thinking deeply about, writing about, & discussing high quality texts. Students should read independently (with support as needed) & listen to texts read aloud. Texts should be half fiction & half nonfiction. Texts should represent diverse people, perspectives, & identities, including the voice and perspective of historical & contemporary Dakota & Anishinaabe people.

To see all 2nd grade state standards for ELA see here: education.mn.gov/mde/dse/stds/ela



2nd graders should understand how to do the following well by the end of the year:

LEARNING TO READ & WRITE

- ✔ Match letters with sounds to **decode** & write most commonly spelled words (up to 5 syllables)
- ✔ Read **decodable texts** without help so that the reading is smooth
- ✔ Write complete sentences, with mostly correct spelling, capitalization, & end in punctuation. **For example, use “. ! ?”**
- ✔ Independently read grade-level texts (**Lexile** 420–820) smoothly, & with expression. Students should read 70-130 words per minute & should understand what they are reading

LEARNING ABOUT THE WORLD THROUGH TEXT

- ✔ Ask & answer questions about texts read aloud to them or they read to themselves. Retell what happened & explain key ideas
- ✔ Figure out the meaning of unknown words by using pictures, context, glossaries, etc.
- ✔ Write about what happened or information learned from the text. Include a title, an introduction, examples, & a conclusion





2ND GRADE ENGLISH LANGUAGE ARTS EXAMPLES

Below is an example of a decodable text at the 2nd grade level. Children should receive these types of decodable texts in order to eliminate the distraction of encountering untaught spelling patterns. Texts such as these should include pictures and only have one or 2 sentences per page.

The Jumping Frog

"Dad," Mike said, "you said we could have a fun bedtime tale this time. Have you got one that's fun?" "Yes," said his dad. "I've got one I think you will like. It's a tale my dad used to like to tell. It takes place in the West a long time back in the past. The name of the tale is The Jumping Frog."

Once there was a man named Big Jim who had a frog. Big Jim held the frog up and made a speech. "This here is the best jumping frog in the land!" he said. "This frog has speed. It can jump three feet at once. You think your frog can jump? I'll bet he can't jump like my frog! In fact, I got ten bucks says there's not a frog in the land that can jump as fast as this frog. This frog hops like the wind. This frog..."

Well, Big Jim would have kept on bragging, but, just then, a man in a black vest got up and spoke. "My name is Pete. I'm not from here," said the man. "And I do not have a frog. But if I did, I would take the bet and race your frog." "Well, shucks," said Big Jim. "That's not a problem. Here, take my frog. I'll run down to the stream and catch you a frog so we each have a frog to compete in the race." Big Jim handed his frog to Pete. Then he ran off to the stream.

Mike's dad was not finished telling the tale, but Mike had drifted off to sleep. He gave Mike a kiss and hoped he would have sweet dreams.¹

Below is an example of writing at a 2nd grade level.²

PARTS OF A PLANT

Introduces the topic

How are the parts of a plant important? Here are some ways the parts of a plant are important. One way is that the roots suck nutrients from the soil so the plants can grow, roots also secure the plant in the ground, so it doesn't blow away. Another way is flowers, seeds are kept in flowers, and the flower keeps the seeds safe. Stems are also important they carry nutrients through the plant. Also leaves, leaves collect sunlight for food for the plant. And last but not least, seeds, when seed gets in the ground the plants life begins. Those are some things That show how the parts of a plant are important.

Capitalizes the first word in sentences

Transition words and phrases "one way," "another," and "also" help organize the facts

Uses facts and definitions to develop each point, explaining what each part of the plant does & why it is important

End of sentence punctuation is accurate

Provides concluding statement

¹ This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

² Writing sample obtained with permission from Student Partners. "Student Writing Samples." Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>



EVERYDAY ACTIVITIES TO SUPPORT LEARNING

★ Read together each day. Aim for at least 20 minutes. Talk about what they are reading, discussing, & writing about in school

- Include children in daily household activities that require reading, such as cooking, shopping, sorting mail
- Have children write notes & letters to relatives
- Create a consistent routine & space for homework. Regularly check that your child has finished their homework
- Get a free Hennepin County library card & visit the library together often
- Have “book talk” conversations. Ask your child to say the important ideas in their own words. Ask your child to show you where to find each idea in the text
- Pick something to learn about together. Read books, look online, & do things together to learn more about the chosen topic. You can help your child build knowledge & love learning
- Encourage your child to use writing in the real world. This can include everyday writing, such as grocery lists, notes, chore lists, etc.; journaling; book response notebook, or other creative writing





TIPS

TIPS FOR TALKING TO TEACHERS

1. What are my child's strengths, & how do you use them in instruction?
2. How do you select texts? Will my child see characters & topics that represent them, their background, & their identity? Will they learn new perspectives & about diverse characters through classroom texts?
3. What letters & sounds should my child have mastered at this point in the year? Has my child mastered these sounds? Does my child have a chance to read texts that help them practice **decoding** sounds they are learning? Be sure to talk about what you are seeing at home.
4. What topics are children learning about through reading? What should my child be able to understand, write, & talk about as a result of what they have read? Topics in history? Topics in science?
5. Can my child speak & listen in class discussions & conversations? Can my child show you they understand what they are reading & learning about? If not, what challenges them?
6. How often does my child read grade-level text independently? If they are not reading grade-level text independently, why not? How are you supporting my child's reading needs & still giving them grade-level text? How can I help?
7. What kind of books is my child reading during independent reading? Are they limited to a specific reading level?

teachers

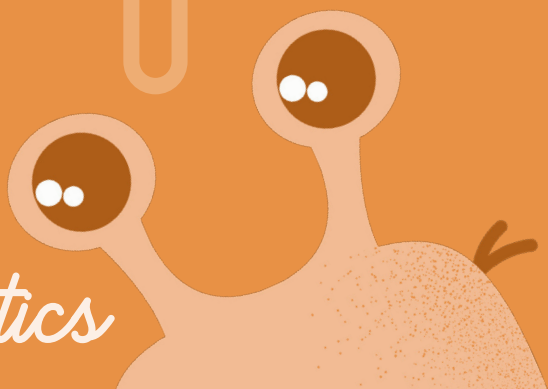
parents



100



Mathematics



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

During 2nd grade, students will continue to deepen their understanding of addition & subtraction, place value, & measurement, by being able to work with 3 digit numbers and solve more complicated word problems.

To see all 2nd grade state standards for Math see here: education.mn.gov/MDE/dse/stds/Math

2nd grade students will spend most of their time learning the following topics. They should understand them well by the end of the school year.

LEARNING 2ND GRADE MATHEMATICS

- ✔ Mentally add 1-digit numbers. Subtract mentally from a number 20 or less
- ✔ Understand **place value** in three-digit numbers. **For example, the number 342 refers to 3 hundreds, 4 tens, & 2 ones**

342

- ✔ Use **place value** understanding to add & subtract 2-digit and 3-digit numbers. **For example, $811 - 367 = 444$**

811
-367

444

- ✔ Represent and solve challenging word problems involving addition & subtraction
- ✔ Measure & estimate length in standard units such as centimeters and inches. Solve addition & subtraction word problems involving length



EVERYDAY ACTIVITIES TO SUPPORT LEARNING

- Ask your child everyday addition & subtraction problems
For example, "Today we are going to spend 70 minutes reading & doing puzzles. 25 minutes will be for doing puzzles. How many minutes will we read?"

$$70 - 25 =$$

- Practice quick mental addition & subtraction of 1 and 2 digit numbers
- Add ones & ones, tens & tens, & hundreds & hundreds for problems. **For example, solve $413 + 281$**

$$\begin{array}{r} 413 \\ + 281 \\ \hline \end{array}$$

- Count objects by 2s, 3s, 5s, 10s, & 100s
- Play board & card games together that involve math in the strategy or scoring
- Practice doing addition and subtraction involving time. For example, "How many more minutes until bedtime?"
- Divide snacks equally between family members.
- Make the correct change & find the total cost together at the store.
- Measure things around home & estimate length

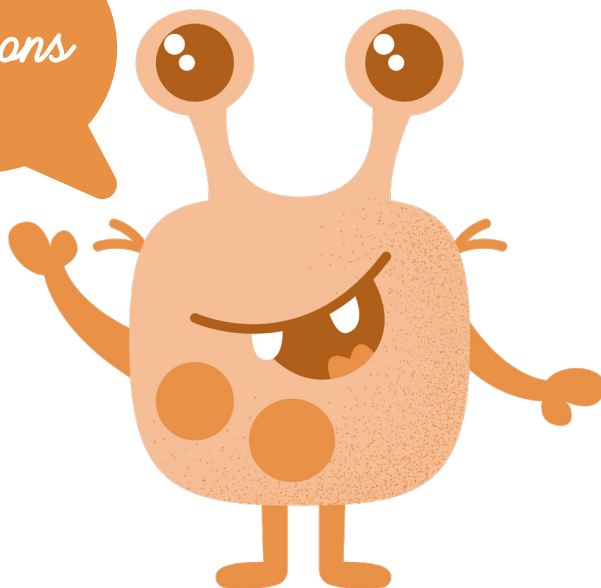
TIPS



TIPS FOR TALKING TO TEACHERS

1. What kinds of number problems are children learning to solve this year?
2. How is my child progressing in their understanding of the key content of the grade? Can you share specific updates?
3. How does my child approach complex math tasks? How can I encourage them to learn challenging content?
4. What should my child understand & talk about from what they have learned?
5. Can my child show you that they understand what they learned? If not, what challenges them? How can I help?
6. How can I make learning math feel good?

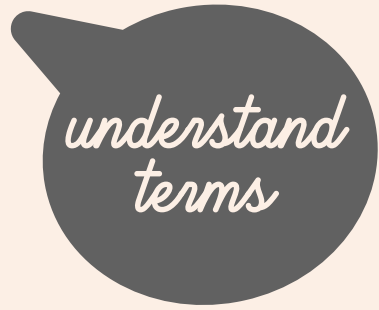
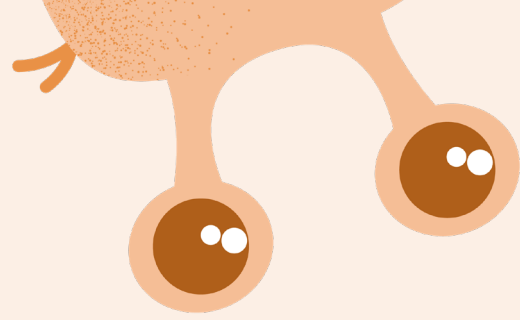
questions



REFERENCES

Minnesota Department of Education Academic Standards <https://education.mn.gov/mde/dse/stds>

Seek Common Ground Family Guides <https://seekcommonground.org/family-guides>



Education words glossary

Educators use words that have a specific meaning in schools. Understanding those terms will help you talk to the teacher!



DECODABLE



The ability to accurately sound out & pronounce words based on knowledge of letter-sound relationships. For example, children who have learned the English sounds /a/, /c/, & /t/ can decode "cat."

DECODABLE TEXTS



Books with sound & spelling patterns that teachers have already taught in class. Students can decode or sound out most words in the text.

FLUENCY



When students can read with speed, accuracy, & proper expression that shows they understand what they read.

INTENTIVE SPELLING

When students learn to write, they write the sounds they hear. They may not spell the words correctly. Teachers call this “**inventive spelling**.” Students use the letter & sound connections taught in school to sound out words. It is less important to have correct spelling.

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, & its place value is 500. The digit 4 is in the tens place, & its place value is 40. The digit 8 is in the ones place, & its place value is 8.

READING LEVEL

Teachers often measure a student’s **reading level**, usually marked by a letter or Lexile®. This helps teachers know what students need to learn. But sometimes, children are only allowed to read texts at that level. Be wary of this practice. Children should not be limited to reading only texts that are at or below their grade- level goal.

LEXILE®

A popular quantitative (i.e. numerical) method used by students, teachers, & parents to represent two things:

- 1) A student’s individual reading level
- 2) The difficulty of the text

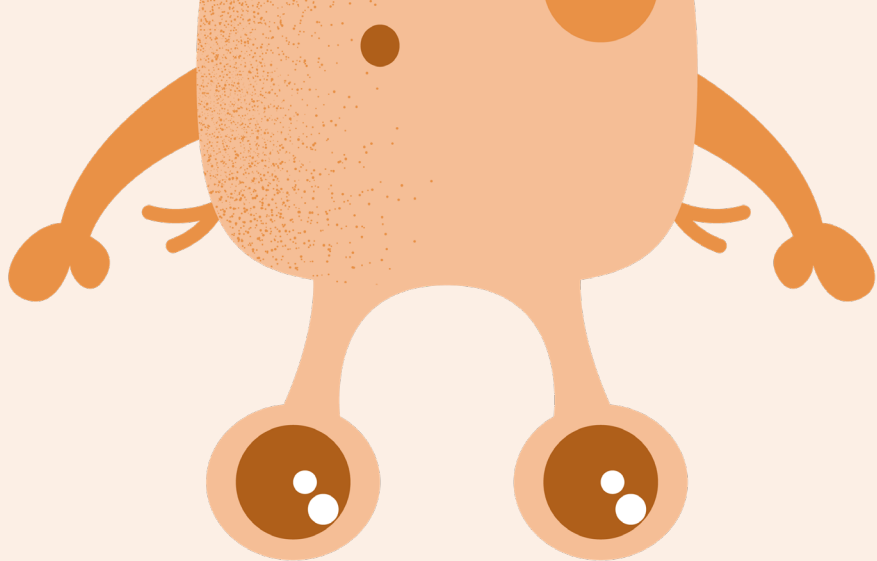
You can often find the Lexile number on the back of the book or by searching the title on www.lexile.com.

Grade-appropriate lexile levels:

Grade 2-3 level 420–820

Grade 4-5 level 740–1010

Grade 6-8 level 925–1185



NOTES

A series of horizontal lines for writing notes, consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.