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v.7.05

A Parent's Guide to ENGLISH LANGUAGE ARTS GRADE LEVEL CONTENT EXPECTATIONS

WHAT YOUR CHILD NEEDS
TO KNOW BY THE END OF

SECOND GRADE



Welcome to Our School!

This school year promises to be an exciting time for your child, filled with learning, discovery, and growth. It is also a time to share a new guide the Michigan Department of Education has developed for you. *A Parent's Guide to Grade Level Content Expectations* outlines the types of literacy and mathematics skills students should know and be able to do at the end of each grade.

Please feel free to share this guide with your family and friends. Use it when you talk with your child's teacher. Ask what *you* can do to support learning in the classroom and reinforce learning at home. You can find more ideas and tools to help you stay involved in your child's education at www.michigan.gov/mde.

We value and share your commitment to your child's education. We look forward to working together to help your child achieve and succeed.

Your School Principal (customize)

Notes

Glossary Terms, continued...

- **phonemic awareness** - the ability to notice, think about and work with the individual sounds in spoken words
- **point of view (third person)** - telling the story from a viewpoint that knows actions and private thoughts of all characters
- **prefixes/suffixes** – prefixes word parts added to the beginning of words (untie) and suffixes are word parts added to the end of words (cheerful)
- **Standard English**- the form of English widely accepted as being clear and proper
- **writing genre** - a category used to describe different kinds of writing, usually by form such as poetry, fiction, magazine article, etc.



Questions to ask your child's teacher

A Parent's Guide to the Grade Level Content Expectations

Michigan Sets High Academic Standards –for ALL

This booklet is a part of Michigan's Mathematics and English Language Arts Grade Level Content Expectations (GLCE). It is just one in a series of tools available for schools and families. The Michigan Department of Education (MDE) provides similar booklets for families of children in kindergarten, first and second grade.

Teacher versions of the Grade Level Content Expectations are finished for grades Kindergarten through eight. They state in clear and measurable terms what students in each grade are expected to know and be able to do. They also guide the design of the state's grade level MEAP tests required in the No Child Left Behind Act (NCLB) legislation.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

To learn more about the Michigan Curriculum Framework, visit www.michigan.gov/mde and click on "K-12 Curriculum."

Second Grade English Language Arts

(ELA) is more than just reading and writing. It includes skills like speaking, listening, and viewing as well. ELA offers us a way to communicate. Through ELA, your child can apply what s/he learns to solve real problems at home, at school and in the community.

Glossary Terms

Words that have asterisks (*) are defined in the Glossary located in the back of this booklet.

By the end of Second Grade, your child should know and be able to do the following:

READING

Word Recognition & Word Study



Phonemic Awareness*

- Change the sounds of words by changing letters that can make new words. Example: “hat” becomes “_at”, sat, mat, etc.
- Recognize that words are made of sounds blended together and that words have meaning.

Phonics*

- Understand that sounds in words are represented by letters of the alphabet.
- Use letter-sound clues to recognize and decode words with:
 - long and short vowels, (a, e, i, o, u)
 - consonant digraphs (*) (th, ch, sh, wh, ph)
 - irregular vowels (ei, ie, ea, ue)

Glossary Terms



- **consonant digraphs** - two consonants together that make one sound. Examples: ch, sh, th
- **context clues** - hints from the surrounding words, phrases or sentences about the unknown word
- **conventions** - the rules about how words and language works when speaking or writing
- **critical standards** - the high level of quality, students must be able to recognize, to determine if their work reaches that expectation
- **cursive** - a style of handwriting in which the letters in a word are connected
- **genre** - a category used to describe different kinds of texts, such as poetry, fantasy, legend, etc.
- **metacognition** - the process of thinking about one’s own thinking. Example: Being able to monitor when you do or don’t understand a lesson.
- **metaphor/simile** - figures of speech in which two things or ideas are compared. Similes use words such as “like” or “as” to compare (The fog is like a blanket.) Metaphors compare two things with out using the word “like”. (The fog is a wet blanket.)
- **phonics** - the predictable relationship between the sounds of spoken language and the letters of the alphabet that represent those sounds in written language

LISTENING AND VIEWING

Conventions*

- Give, restate and follow three and four-step directions.
- Ask good questions during a report or presentation.
- While in conversations, use eye contact; pay attention to evaluate messages on radio, T.V. and in newspapers or magazines.
- While in large or small groups, pay attention and listen carefully to others.
- Be able to tell who is sending a message and who is receiving the message.
- Tell the difference between fact and opinions.

Response

- Choose, listen to or view and discuss a variety of good books, both classic and recently written.
- Listen to or view and discuss a variety of genre (fairy tales, poetry, stories).
- Make connections between two or more stories as they think about them. S/he can do this by discussing the stories, drawing pictures and/or writing.

Ways to Praise Your Child

Keep up the good work!
Fantastic!
Right on!
Keep on trying.



Word Recognition

- Easily recognize familiar second grade level words
- Automatically recognize a growing number of basic sight vocabulary words. Obtain a list from your child's teacher.
- Be able to use prefixes, suffixes* and context clues* to read and understand unknown words (**untie**, **replay**, **careless**, **playful**).



Vocabulary

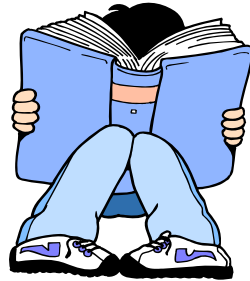
- Know the meaning of words second graders see often. (Ask the teacher for a grade-level vocabulary list)
- Use strategies to make sure the words used in texts sound right and make sense.
- Use strategies to help figure out the meaning of words that describe objects, actions, etc., when they appear in a story.

Fluency*

- Automatically read words second graders see often, whether they appear alone or in a sentence.
- Read aloud using expression, reacting to the periods and question marks.
- Independently read aloud new text with 95 percent accuracy in books matched to his/her ability.

Narrative Text (Fiction)

- ❑ Discuss and describe how the events and characters are similar in high-quality literature from around the world.
- ❑ Identify and describe a variety of narrative genre, like poetry, fantasy, legends, and drama.
- ❑ Identify and describe different story elements:
 - what characters do and why
 - when the story takes place
 - the problem and solution
 - the order of events
- ❑ Identify how authors/artists use:
 - pictures to support story elements
 - titles to predict what happens in a story
 - metaphor/simile* to show characters' thoughts and actions
- ❑ Show through conversations, drawings, or writing that s/he knows how two or more stories are connected.



Ways to Praise Your Child

I'm so proud of you.
I knew you could do it!
You are really improving.
You're doing much better today.



SPEAKING

Conventions*

- ❑ Use words such as although, instead of, and so that.
- ❑ Use pronouns such as he, she, and they.
- ❑ Use possessive pronouns such as my/mine, his/her, their/your.
- ❑ Use common subject/verb agreement. (Ann plays with Sue.)
- ❑ Use common pronoun/noun agreement. (They go to the store.)
- ❑ Use language to communicate with all kinds of people for all kinds of reasons (express wants and needs, solve problems).
- ❑ Give a speech speaking clearly, with expression and loud enough to be heard.
- ❑ Make presentations using Standard English* or his/her version of Standard English if in the process of learning the language.

Spoken Discourse*

Speaking loud and clear in complete sentences, your child will...



- ❑ Stay on topic while responding to comments and questions from others during conversations.
- ❑ Briefly tell or retell familiar stories in an organized way and that make sense from the beginning to end with details about the characters, setting and events.
- ❑ Be able to talk about the meanings of and the connections between two or more stories.
- ❑ Plan and deliver simple presentations or reports that are organized and include illustrations, facts and details.

Grammar and Usage

- ❑ Write with complete sentences using nouns, verbs, commas, contractions, and capitalization.

Spelling



- ❑ Correctly spell two-syllable words they see often including words with common suffixes* and prefixes*.
- ❑ Use beginning and simple ending sounds, or word lists provided by the teacher, to figure out how to spell more words.

Handwriting

- ❑ Print upper and lower case letters neatly, so that people can read them.
- ❑ Begin to write the cursive* alphabet.

Writing Attitude

- ❑ Be eager to write and learn to write.
- ❑ Choose to write during free time in school or at home.

Ways to Praise Your Child

Wonderful!
I'm happy to see you working so hard.
You made my day.
That's the way to do it!
You're learning fast.



Informational Text (Non-fiction)

- ❑ Name and describe different types of informational text, such as how-to books, science and social studies magazines.
- ❑ Discuss patterns, such as the order in which things happen or ways they are described.
- ❑ Explain how authors and illustrators use features like bold-faced text, graphs, maps, and charts to help readers understand ideas.
- ❑ Show through drawings, writing or conversations how two or more informational texts are connected.



Comprehension

- ❑ Use own experiences to help understand new ideas and connect to ideas in texts.
- ❑ Retell the main idea(s) and details from text matched to their ability.
- ❑ Connect and compare a story to their lives as well as compare a story other stories.
- ❑ Compare and contrast relationships among characters, events and key ideas.
- ❑ Use drawings to show key ideas and details in stories.
- ❑ Ask questions as s/he reads.
- ❑ Remember and use what has been read from other subject areas.

Metacognition*

- Know when s/he needs help to understand what was read.
- Know when s/he does or does not understand the texts.
- Use simple strategies to increase understanding of texts. Example: Reread the story.
- Use book covers and/or pictures to predict what might happen next.
- Talk about the author's purpose.
- Make predictions and draw conclusions.
- Ask questions before, during and after reading.
- Begin to sort and put information in order with the help of the teacher.
- Discuss with teacher, which comprehension strategies worked.



Critical Standards*

- Decide and discuss what qualities make a good story.
- With help from the teacher, begins to know how to measure the quality of his/her own work and the work of others.

Reading Attitude

- Be excited about reading and learning how to read.
- Choose to read during free time in school and at home.



WRITING



Writing Genre

- Write fiction/fantasy/personal stories that include characters, settings, problem/solution and events written in order.
- Begin to write poetry based on reading a variety of grade level poetry.
- Produce a magazine article that describes something/someone, lists features of an item or tells how to do something.
- Produce and present a research project with help from the teacher. The steps should include using the writing process.

Writing Process

- Think about the audience and the purpose for writing.
- Write two paragraphs, each containing a main idea and details.
- Make changes to his/her own writing to fit the needs of the audience and the purpose of the project.
- Write a story from his/her viewpoint* or in third person*.

Personal Style

- Develop a personal style when speaking, writing or acting out messages. Example: they may express feelings, use details and show examples.