

Questions

Questions for your child's teacher:

- ◆ What help/resources are available if I cannot help my child with his/her homework?
- ◆ How much homework do you assign weekly?
- ◆ How much time should it take to complete homework assignments?
- ◆ Is it possible to utilize a daily behavior/homework/class work /chart to communicate my child's progress?
- ◆ Which activities/workshops can a parent participate in order to support their child's learning?
- ◆ How do you teach reading on a daily basis?
- ◆ What is your expectation of parents in regards to supporting your classroom?

Activities for Home

What can I do to help my child from home?

- ◆ Play rhyming games.
- ◆ Establish an everybody reads a story at bedtime's routine.
- ◆ Use clay, symbols, dictionary, pictures and song to reinforce weekly word wall words.
- ◆ Create a memory game by matching contractions (isn't) to whole words (is not)
- ◆ Demonstrate enthusiasm while reading by changing your voice, timing and expressions.
- ◆ Let your child attempt five times to self correct before you tell he/she the word.
- ◆ Borrow a copy of The Three Pigs and The True Story of the Three Pigs from the library and compare and contrast stories.
- ◆ Request a copy of a writing rubric or a checklist to check your child's writing assignments.
- ◆ Identify words with short vowel sounds by clapping and long vowels words by snapping your fingers.

A Message from the CMSD

~School Parent Organization~

Dear Families,

Establish a partnership with your child's school community to guide and encourage our children to strive to reach their academic potential. This collaboration of parents, students and school staff will lead us to become a premier school district in the United State of America.

NOTES:

★ Cleveland Metropolitan
School District





What should my second grader learn about English Language Arts ?

Phonemic Awareness, Word Recognition and Fluency

- ◆ Students know which sounds each letter makes, and use this knowledge to read words.
- ◆ Students can read aloud using common words and reading skills. They can change tone and read smoothly, not choppy.

Acquisition of Vocabulary

- ◆ Students can use hints from surrounding sentences and pictures to define new words.
- ◆ Students can read common words correctly.
- ◆ Students can build vocabulary by knowing different word structures, how the words are made, i.e. compound words, contractions, prefixes *redo*, etc.
- ◆ Students know how words are alike and different. (synonyms, antonyms, homographs)
- ◆ Students can use a glossary, dictionary, and/or computer, to learn what a word means and how to pronounce the word.

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- ◆ Students can read for a purpose (to follow directions, to be entertained, to get information), and use tools to organize what they read (diagrams, KWL charts, webs).
- ◆ Students can use illustrations, cover/title page, and what they already know to guess what happens next.
- ◆ Students can draw conclusions from information in text.
- ◆ Students can summarize important parts, and identify likes and differences of reading materials.
- ◆ Students can answer questions about the story, and foresee what may happen next, and why.

- ◆ Students know when they need to reread, for example, if what they have read doesn't make sense. They will self correct as needed.

Informational, Technical and Persuasive Text

- ◆ Students can use illustrations (pictures), captions, diagrams, table of contents and glossary to understand information.
- ◆ Students can answer the 5W's: who, what, where, when, and why. OR Students can ask questions that will help them understand what they are reading in factual text, i.e. reports about animals, historical events or people, etc.
- ◆ Students can identify the main/central idea and supporting details.
- ◆ Students can read diagrams, captions under pictures, charts, maps, and graphs.
- ◆ Students can follow and complete directions that have two or three steps.

Literary Text

- ◆ Students know how the action in stories is alike and/or different.
- ◆ Students know where and when a story takes place, who is in the story, and what the story is about (theme).
- ◆ Students can tell the difference between different types of writings (i.e. plays, poems, fables, fiction, and non-fiction).
- ◆ Students will know that the author uses words to make the reader feel a certain way (happy, sad, scared).
- ◆ Students can identify the moral/main idea of the story.

Writing Process

- ◆ Students will discuss ideas before writing (brainstorming).
- ◆ Students know why they are writing, and for whom they are writing.
- ◆ Students will complete prewriting activities (graphic organizers, outlining, webs)
- ◆ Students will proofread and edit (individually, with peers and with teacher).
- ◆ Students will correct all errors to create a final, polished copy.
- ◆ Students will use a rubric/checklist so that they know what they must include to get the best possible grade.
- ◆ Students will share their writings through presentations, classroom bulletin boards, and displays.

Writing Applications

- ◆ Students' writings will be clear and focused, with a lot of explanation/details.
- ◆ Students can react in writing to what they have read.
- ◆ Students will write friendly letters and invitations complete with date, greeting (Dear ...), body, closing (Sincerely,), and signature.

Writing Conventions

- ◆ Students will write neatly with correct spacing between letters and words.
- ◆ Students will spell grade-appropriate words correctly.
- ◆ Students will use capital letters when needed, and will use punctuation marks correctly.
- ◆ Students will use correct grammar when writing (noun/verb agreement, tenses: past/present/future).

Research

- ◆ Students know how to find answers to questions using research books, the library, the internet, etc.
- ◆ Students can repeat specifics about a selection/story.

Communications: Oral and Visual

- ◆ Students will use listening skills to recognize the main idea and important details from speakers.
- ◆ Students will think about past experiences and beliefs while listening to a speaker.
- ◆ Students will follow a set of directions with more than one step.
- ◆ When speaking aloud, students will speak clearly so they can be understood, and loudly enough so that they can be heard by all.