

Early Learning and Development Guidelines

Second Grade

Approximately 7 Years



“Grade 2 marks a real turning point for children. A new confidence in what they know and can do has taken over. Self-expectation is high—lots of careful drawing and much erasing going on to get the writing just so. At the same time, they exhibit a deep sensitivity and love to help a struggling classmate. At this grade level, we can really see the creation of well-rounded young learners get underway.”

Anne Banks, former 2nd Grade Teacher and current Program Supervisor for The Arts, OSPI

WHAT YOU'LL FIND HERE

First there are some questions for families to reflect on. They offer a springboard for families, caregivers, child care professionals and teachers to talk together about fostering each child's growth and learning.

Next under each area of development, the Guidelines are in two columns. "Children may . . ." provides examples of things that children this age are learning to be, do and know. "Ideas to try with children . . ." offers examples of things families, caregivers, child care professionals, teachers and other caring adults can do to help children learn and develop in healthy ways. Different families may encourage learning and development in different ways.

The Washington State K-12 Learning Standards for all subjects, including the recently adopted Common Core Standards for English Language Arts and Mathematics, continue to be the core for instruction that children receive in their classrooms. The Guidelines were created to be in harmony with these state learning standards, but do not try to repeat their content. For more information on the Washington State Learning Standards, see http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx

These Guidelines are a resource. They are not an exhaustive guide to child development, and are not intended to be an assessment tool, a curriculum or a tool to collect data on children.

What families already know about their children

Five questions to reflect on

1. What has your child done that surprised you with a new ability, skill or understanding?
2. How does your child go about trying something new?
3. What does your child really enjoy doing?
4. How does your child respond to new situations or challenges?
5. Who among your family and friends does your child enjoy spending time with? What are some of the things that person does with or teaches your child?

“The importance of Early Childhood Education can’t be overstated. Simply put – it’s EVERYTHING! It’s the foundation for everything a child will do both academically and socially. It can mean the difference between a productive career and a lifetime of struggling. It is the foundation for freedom for a child to become anything they want to be. Establishing those critical building blocks early gives a child a much more solid foundation to stand on as they grow and develop. That’s what a quality Early Childhood Education can mean to a child— simply EVERYTHING!”

Paul A. Stoot, Sr., Executive Director, Greater Trinity Academy, Everett



Note: Child continues the growth and learning from the prior age.

1. About me and my family and culture

↓ Children may ...

Family and culture

- Share a family or cultural tradition, dance, song or practice with classmates, friends and family.
- Ask questions about own family history and culture.

Self management

- Be confident in own decisions.
- Understand and explain the impact of different emotions on others. For example, being happy might help others feel happy, while being grumpy might make others grumpy.

Learning to learn

- Remember and apply directions.
- Stay focused on a task for longer periods of time.
- Make and follow multi-step plans for completing a task.

↓ Ideas to try with children ...

Family and culture

- Include your child in family and cultural traditions and activities. Help your child learn about the customs of your community, faith tradition and/or culture.
- Promote understanding of different cultures and backgrounds, especially those represented in the child’s classroom and community.

Self management

- Ask your child what distracts him/her from focusing on a task. Share ways to ignore distractions.

Learning to learn

- Have your child tell you directions for a task he or she is about to do.

2. Building relationships

↓ Children may ...

Interactions with peers and others

- Participate in group activities.
- Invite others to join a group.
- Listen to others and begin to understand their perspectives.
- Take these into account when identifying possible solutions.

Social behavior

- Show consideration and respect for others.
- Show compassion for others.
- Speak up about an injustice the child sees and take action with peers.

Problem solving, conflict resolution

- Work in a group cooperatively.
- Show constructive ways to negotiate a solution to conflicts.

↓ Ideas to try with children ...

Interactions with peers and others

- Help your child identify group activities that interest him/her, and find out how to join.

Social behavior

- Talk about the importance of showing consideration and respect for others, and ways different cultures show respect.
- Include your child in volunteer or community service activities where appropriate.
- Visit a sick relative or friend and bring a gift (e.g., a drawing child has done).

Problem solving, conflict resolution

- Share with your child how your family resolves conflict.
- Talk about how it feels when conflict is and is not resolved.
- Talk about problems that come up and identify together a few different solutions to them.

3. Touching, seeing, hearing and moving around

↓ Children may ...

Using the large muscles (gross motor skills)

- Be skillful in moving from one place to another (locomotor).
- Show skills in catching and tossing.
- Enjoy improving skills at activities that require attention to form, such as sports, yoga, karate or gymnastics.

↓ Ideas to try with children ...

Using the large muscles (gross motor skills)

- Practice walking, jogging and kicking skills together. For example, using your feet, pass a soccer ball with your child.
- Have fun catching and tossing different objects with your child, such as scarves or bean bags.
- Encourage your child to try new physical activities and improve his/her skills.
- Dance together to rhythmic music.
- Ask your child to invent a new dance to a favorite song.

4. Growing up healthy

↓ Children may ...

Nutrition and health

- Understand health-related fitness concepts and the benefits of physical activity.
- Begin to understand the consequences of health behaviors and choices, such as ways to prevent illness.

Safety

- Begin to understand basic first aid (such as washing a scrape with soap and water).
- Learn about the harmful effects of drugs.

↓ Ideas to try with children ...

Nutrition and health

- Make outdoor exploration part of your child's routine. Explain the benefits of spending time outdoors.
- Take your child for regular dental, vision and health checkups, including immunizations.
- Talk about the importance of eating a variety of healthy foods and how this can reduce health risks.
- Talk about ways to prevent the spread of colds and flu.
- Share with your child that advertising aims to convince you to buy something, even if it's not a healthy choice (e.g., soft drinks).

Safety

- Talk with your child about how drugs can be helpful, and if misused can be harmful.
- Talk about harmful effects of caffeine, alcohol and tobacco. Explain the effects of caffeine and what products contain it (e.g., chocolate, energy drinks, coffee and tea).
- Talk with your child about not touching their friend's cuts or open wounds.
- Discuss with your child the difference between good and bad touching, and how to say "no" and tell a trusted adult about bad touching.

Make outdoor exploration part of your child's routine. Explain the benefits of spending time outdoors.





*“I came across a quote the other day:
‘The best gift students can receive is a year
with a teacher who truly believes in them.’
I’m a believer!”*

Dianna Miller, 2nd Grade Teacher, Harriet Thompson
Elementary, Grandview School District

5. Communicating (literacy)

↓ Children may ...

Speaking and listening (language development)

- Able to listen carefully and focus on the speaker.
- Show understanding of information heard.
- Take part in conversations by linking his or her comments to the remarks of others, and asking and answering questions to gather additional information or deepen understanding of the topic.
- Show respect for others in choice of language and in nonverbal behavior.
- Retell key information or ideas from media or books read aloud.

Reading

- Read with more ease and expression.
- Choose and read a variety of materials at the appropriate level, with guidance.
- Read silently for increasingly longer periods of time.
- Follow written directions.
- Show understanding of reading by joining in discussions. Talk about the characters, events and ideas in the reading.
- Determine a lesson or moral from stories, fables and folktales.
- Use text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently.
- Determine the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless).

Writing

- Start writing with more detail and organization. Often include more than one event or description.
- Experiment writing in a variety of forms (e.g., stories, poems, letters, nonfiction). Talk about the choice of form.
- Notice mistakes or missing words while rereading own writing.
- Write an opinion about a book he or she has read, using details.
- Write stories that include a short sequence of events and include a clear beginning, middle and end.

↓ Ideas to try with children ...

Speaking and listening (language development)

- Talk with your child about the details of his/her day.
- Explore with your child the ways people communicate without words.

Reading

- Set aside a time each day for reading. Model reading by getting a book and reading too.
- Share reading aloud by asking your child to read every other paragraph. Encourage your child to read to younger children.
- Ask a librarian to suggest books about people or places that are important to your child or family that you can read together. Encourage your child to explain what he or she has just read.
- Ask your child questions about reading (such as who, what, where, when, why and how). Model how to find answers in the text.
- Talk with your child about the intended message in a story or movie. (“What is the author trying to tell us?”)
- Encourage your child to identify a question and gather information to answer it. Share facts after reading nonfiction.

Writing

- Ask your child to write a thank-you note, email or letter to a family member or friend.
- Encourage your child to write stories. Help brainstorm ideas.
- Listen to your child read his/her story aloud.
- Leave notes for your child (e.g., in his/her lunch box, school bag, around the house, etc.) and ask your child to leave notes for you.
- Ask your child about the decisions he or she made when writing. Why use that particular word? Which ideas make sense to come first?

6. Learning about my world

↓ Children may ...

Knowledge (cognition)

- Discover more about how things work.
- Show more interest in having his/her finished work look the way he/she wants it to look.

Math

- Solve challenging addition and subtraction word (story) problems.
- Know the addition and subtraction facts to 20.
- Accurately add and subtract with sums to 20.
- Understand place value in three-digit numbers.
- Be able to add and subtract two- and three-digit numbers.
- Describe thinking when solving a math problem and discuss why he or she solved the problem in a particular way.
- Measure and estimate length.
- Begin to understand how math is used in everyday life.
- Tell time to the nearest five minutes on different types of clocks.

Science

- Be more observant of the environment, including observing shadows and changes in the position of the sun.
- Begin to make predictions based on observation.
- Plan ways to test predictions, put these plans into action and evaluate the results.
- Identify the characteristics of things in the natural world.
- Use tools with more skill.
- Attempt to design solutions to a common problem.

↓ Ideas to try with children ...

Knowledge (cognition)

- Have a special place to display your child's work.
- Do word and math puzzles, and play board games together.

Math

- Practice math concepts with the child:
 - Count by fives, tens and hundreds, and multiples of hundreds and tens.
 - Compare numbers up to 1000 and explain why one number is larger or smaller than another.
- Look for "word problems" in real life. Some 2nd grade examples might include:
 - When saving for a purchase, compare the cost of the item to the amount of money you have; then ask your child to determine how much more money he or she needs to buy the item.
 - When measuring your child's height, ask how many inches he or she has grown since the very first measurement.
 - Ask questions about time.
- Divide cookies or fruit into halves, quarters and thirds, and ask how many parts make a whole.
- Help your child read a calendar.

Science

- Give your child time to make observations outdoors, and talk about what he/she sees.
- With your child, use simple instruments (such as rulers and thermometers) to observe and make measurements (e.g., use a ruler to see how much snow fell).
- Give your child opportunities to explore the characteristics of common objects using magnets, water, temperature change, etc.
- Talk with your child about how humans can create a healthy environment.
- Continue to provide opportunities for your child to understand simple life cycles of plants and animals.
- Help your child learn the directions of north, south, east and west.
- Encourage your child to build something out of common materials (e.g., a cardboard ramp for toy cars).

Second graders may identify the characteristics of things in the natural world.



↓ Children may ...

Social Studies

- Learn how the local community works, and a variety of ways that communities organize themselves.
- Examine the geography and economy of the community.

Arts

- Be interested in a variety of types of art.
- Experiment with creating own artwork.
- Explore a variety of types and styles of music.
- Further develop singing and playing skills.
- Try different types of movement and dance.
- Enjoy joining in creative dramatics, storytelling and readers' theatre activities.
- Pay attention to performances, and describe them to others.

↓ Ideas to try with children ...

Social Studies

- Talk about a citizen's responsibility to obey the laws of the community. Explain why laws exist and why it's important to have laws to protect the citizens of a community (common good).
- Discuss why you set up the rules you have in your home, and why others may have different rules in their homes.
- Explain how people affect the community's environment.

Arts

- Encourage your child to explore using different lines, shapes and techniques in his/her drawings and paintings.
- Decorate cookies together with frosting to which drops of food coloring were added to create a range of colors.
- Watch live or recorded performances together.
- Encourage your child to dance; dance together.
- Model positive reactions to an arts display or performance.
- Talk about age appropriate audience skills in a variety of settings.

For more information, see the Information Resources section.

DIFFERENCES IN DEVELOPMENT

Every child grows and develops at his or her own rate. However, there may be some signs in your child's development that you'll want to check with a doctor, nurse, health department or your child's teacher.

If you believe your child may be highly capable, talk with your school district about the resources that may be available.

If you have concerns about your child's learning or development, you may wish to request a special education evaluation. Support services may be available through your local school district. Call the Family Health Hotline at 1-800 322-2588 to get connected to your local school district.

Steps for Requesting a Special Education Evaluation

- Talk with your child's teacher first. The teacher or another staff member may be able to help you through the request process.
- A request for an evaluation to determine if your child qualifies to receive support services **must be made in writing**. It is a good idea to direct your request both to a district staff member at the building level (school psychologist or special education teacher) and to your district's special education director at the administrative level. Keep a copy of your written request for your files.
- The school district will determine if an evaluation is needed, based on information you provide, existing classroom assessments, and observations by teachers or related service providers (speech therapist or occupational therapist). There is no cost for the evaluation.
- The evaluation will be conducted by qualified professionals such as a school psychologist, speech therapist or special education teacher. The evaluation should include all area(s) of suspected disability. You will be asked to share information about your child's development, health and medical history.
- Following the evaluation, a meeting will be scheduled with you to discuss the evaluation results and determine if your child is eligible for free special education services.

For more information:

Visit the special education webpage of the Office of Superintendent of Public Instruction website at <http://www.k12.wa.us/SpecialEd/Families/default.aspx>. This website contains information for families on a wide range of special education topics.

For information on local services for families, see <http://www.parenthelp123.org>. Parent Help 123 also offers information on child development and school readiness: <http://www.parenthelp123.org/families/child-development>.

For information on children with special health care needs, see the state Department of Health's web page: <http://www.doh.wa.gov/cfh/mch/cshcnhome2.htm>

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