ELA SECTION

Parent Guide

FOR ENGLISH LANGUAGE ARTS

ELA STANDARDS' EXPECTATIONS
Get an in-depth look at the skills your child will learn in second grade

This guide provides an overview of what your child will learn by the end of second grade in English Language Arts (ELA), as well as strategies and resources for learning outside of school.

THIS GUIDE INCLUDES:

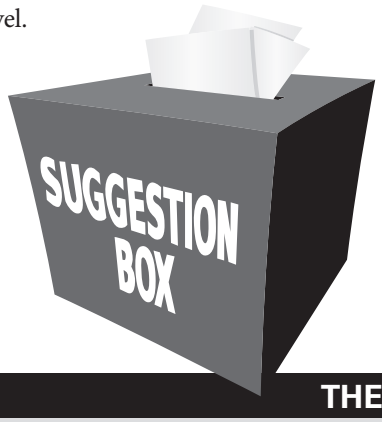
- an introduction to the NC English Language Arts Standard Course of Study
- an explanation of the skills your child is learning in second grade
- reading strategies for learning outside of school
- writing strategies for learning outside of school
- websites to support your child's learning

SECOND GRADE

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

INTRODUCTION TO THE NORTH CAROLINA STANDARD COURSE OF STUDY FOR ELA

In April 2017, the North Carolina State Board of Education adopted new ELA standards for grades K-12. The Standard Course of Study describes what students should know, understand, and be able to do by the end of each grade level. How these standards are taught is decided at a district level.



The NC Standard Course of Study was developed based on feedback provided from the following:

- Parents
- Community Members
- Business/Industry Professionals
- Higher Education Faculty
- Educators (teachers, administrators, curriculum specialists)

THE NC STANDARDS ARE DIVIDED INTO 4 STRANDS:

READING

– Foundational Skills (K-5)
– Reading Literature
– Reading Informational Text

WRITING

SPEAKING AND LISTENING

LANGUAGE

THE NC STANDARD COURSE OF STUDY HAS A NEW FORMAT THAT INCLUDES:

Standards with **bolded** terms

Clarification of the standards with suggestions for instruction, explanations, and examples

Glossary that defines the **bolded** terms from the Standards

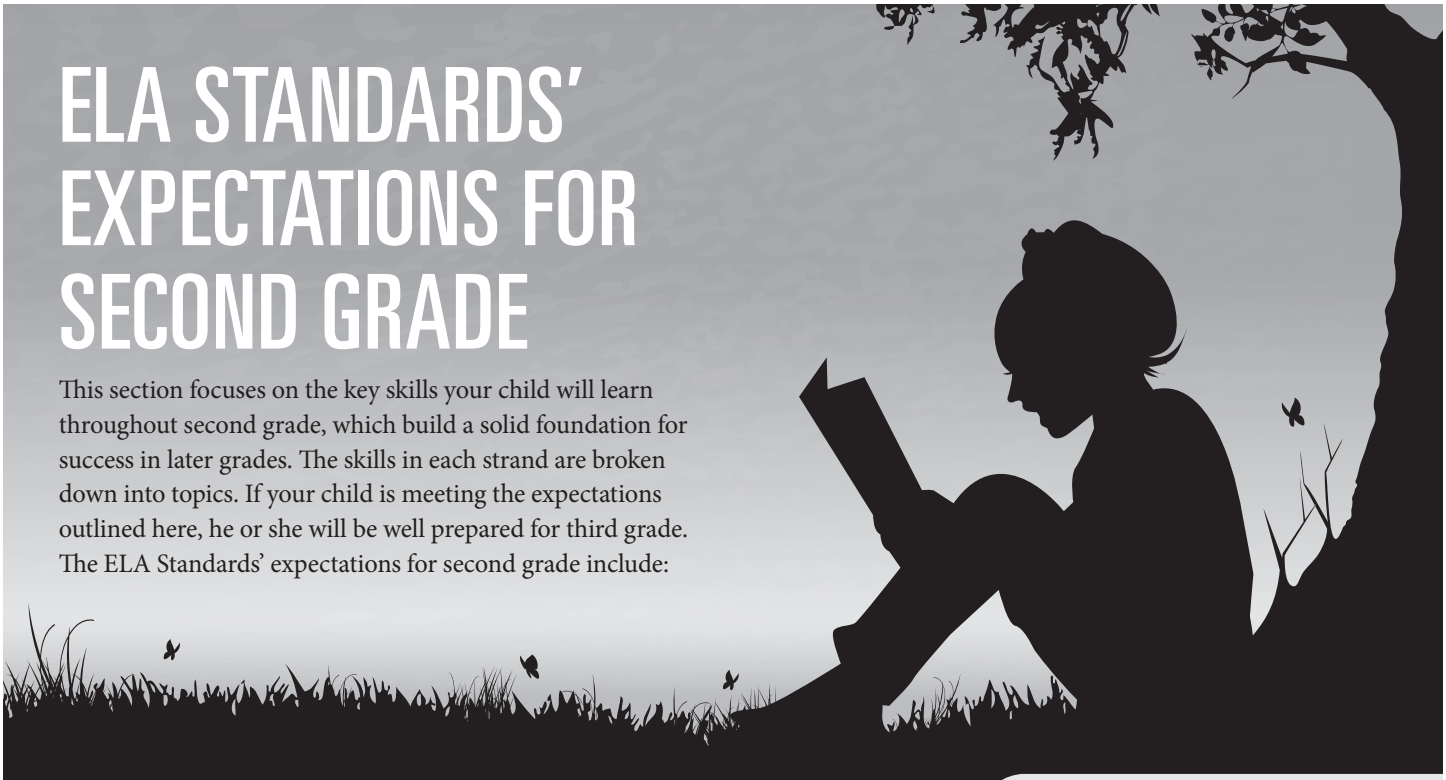
EXAMPLE OF THE NEW FORMAT

Speaking and Listening Standards

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Collaboration and Communication			
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 **topics** and **texts** with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others.	Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings. a. Students help develop, understand, and agree to follow discussion rules and norms such as gaining the floor in respectful ways, listening to others with care, and speaking one at a time about topics and texts under discussion. b. They add to the discussion, maintaining the topic with appropriate comments that connect to someone else's comment.	**text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more **topic** – the subject or matter being discussed or written about in a text, speech, etc.

ELA STANDARDS' EXPECTATIONS FOR SECOND GRADE

This section focuses on the key skills your child will learn throughout second grade, which build a solid foundation for success in later grades. The skills in each strand are broken down into topics. If your child is meeting the expectations outlined here, he or she will be well prepared for third grade. The ELA Standards' expectations for second grade include:



READING FOUNDATIONAL SKILLS

HANDWRITING

Students:

- print all letters legibly and proportionally

PHONICS AND WORD RECOGNITION

Students:

- distinguish between long and short vowels in one-syllable words
- identify common vowel team pairs such as ea, oa, ee
- read words with 2 syllables that have long vowels
- read words with prefixes and suffixes
- read second grade appropriate irregularly spelled words

FLUENCY

Students:

- read and understand second grade level texts with accuracy, appropriate rate, and expression
- use context clues to recognize or self-correct words, re-reading if needed

READING (LITERATURE)

KEY IDEAS AND EVIDENCE

Students:

- ask and answer questions about a text
- recount stories (including folktales and fables) and demonstrate understanding of the central message, lesson, or moral
- describe how characters respond to major events and challenges

CRAFT AND STRUCTURE

Students:

- describe how words and phrases supply rhythm and meaning
- describe the overall structure of a story, from beginning to end
- tell the differences between the points of view of characters

INTEGRATION OF IDEAS AND ANALYSIS

Students:

- use the information from illustrations and words to describe characters, settings, or plots
- compare and contrast two or more versions of the same story (by different authors or from different cultures)

RANGE OF READING AND THE LEVEL OF COMPLEXITY

Students:

- read and understand texts appropriate for second grade independently and for a sustained period of time
- connect background knowledge and experiences to texts

READING (INFORMATIONAL TEXT)

KEY IDEAS AND EVIDENCE

Students:

- ask and answer questions about a text
- identify the main topic, as well as the focus of specific paragraphs, in a multi-paragraph text
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text

CRAFT AND STRUCTURE

Students:

- understand the meaning of words and phrases in texts on second grade topics
- identify and use text features to find important information
- identify the author's main purpose in writing a text

INTEGRATION OF IDEAS AND ANALYSIS

Students:

- explain how specific images add to the understanding of a text
- identify the reasons an author gives to support their ideas
- compare and contrast the most important points presented by two texts on the same topic

RANGE OF READING AND THE LEVEL OF COMPLEXITY

Students:

- read and understand texts appropriate for second grade independently and for a sustained period of time
- connect background knowledge and experiences to texts

ELA STANDARDS' EXPECTATIONS FOR FIRST GRADE

(continued)

WRITING

TEXT TYPES, PURPOSES, AND PUBLISHING

Students:

• organize information and ideas based on a topic to plan and prepare to write (with guidance and support)
• write **opinion** pieces that: name the topic or book they are writing about, state an opinion, supply reasons for that opinion, use linking words, and provide a concluding statement
• write **informative** pieces that: name a topic, use facts and definitions to develop points, and provide a concluding statement
• write **narrative** pieces that: recount a well-elaborated event(s), include details to describe actions/thoughts/feelings, use words that signal order, and provide a sense of closure.
• revise and edit based on peer and adult feedback (with guidance and support)
• use digital tools to produce and publish their writing (individually or with peers)

RESEARCH

Students:

• participate in shared research and writing projects
• gather information from provided sources and recall information from personal experiences to answer a question

SPEAKING AND LISTENING

COLLABORATION AND COMMUNICATION

Students:

• follow established rules for talking with others
• link or add to each other's comments
• ask questions when they are confused, need clarification, need additional information, or need help
• recount ideas or details from a text read aloud or information presented (orally or through digital media)

PRESENTATION OF KNOWLEDGE AND IDEAS

Students:

• speak clearly in complete sentences when telling a story or recounting an event
• add relevant and descriptive details when telling a story or recounting an event
• create audio recordings of stories and poems
• add pictures or other visual representations to clarify their ideas, thoughts, and feelings

LANGUAGE

CONVENTIONS OF STANDARD ENGLISH

Students:

• demonstrate understanding of progressively more difficult standard grammar rules and parts of speech, expanding on their previous work with nouns, verbs, adjectives, conjunctions, prepositions, etc.
• produce complete sentences and questions, as well as use conventions such as basic capitalization, punctuation, and spelling

KNOWLEDGE OF LANGUAGE

Students:

• compare formal and informal uses of English

VOCABULARY ACQUISITION AND USE

Students:

• determine the meaning of unknown and multiple meaning words in second grade level books using context clues, word parts, reference materials, and noting how words are related
• distinguish meanings among closely related verbs such as toss, hurl, throw
• distinguish meanings among closely related adjectives such as thin, slender, skinny
• use words/phrases learned through conversations, reading, being read to, and responding to texts

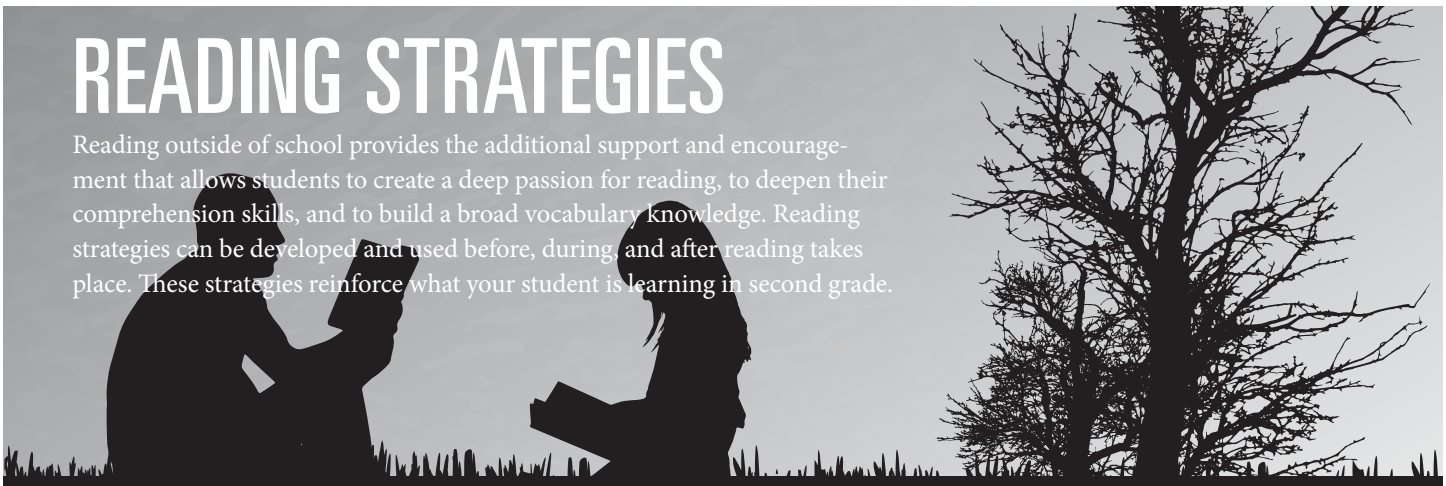
Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by individual grades so you will notice that your child will be working with the same skills in multiple grades, but the activities and texts will become more complex. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade of the band, students are applying the skill to more complex text as they work toward mastery.

PORTION OF THE CONTINUUM FOR LANGUAGE STANDARD 1

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	• Use singular and plural nouns with matching verbs in basic sentences	• Ensure subject/ verb agreement	• Continue to ensure subject/ verb agreement	• Continue to ensure subject/ verb agreement	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Nouns	• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) • Use common, proper, & possessive nouns	• Explain the function of nouns • Use collective nouns (such as *group*) • Form and use frequently occurring regular and irregular plural nouns	• Use abstract nouns (such as *courage*) • Continue to use regular and irregular plural nouns		

READING STRATEGIES

Reading outside of school provides the additional support and encouragement that allows students to create a deep passion for reading, to deepen their comprehension skills, and to build a broad vocabulary knowledge. Reading strategies can be developed and used before, during, and after reading takes place. These strategies reinforce what your student is learning in second grade.



ACTIVITIES TO DO AT HOME:

- **Provide** a time and space for your child to read every day.
- **Find** small and simple poems. Read them together and talk about the feelings they convey. Try making up your own poems together about objects, people you know, or anything you like!
- **Read** to your child or have your child read to you every day. Reading aloud to children, of all ages, provides opportunities to discuss more challenging and complex plots and themes which builds critical thinking skills.
- **As** your child learns to read new words and understand the meaning of those words, help him/her keep track of them in his/her own dictionary. Your child can write them down, draw pictures to illustrate the words or the definitions, or write sentences with the words.
- **Discuss** any confusing parts, elements, or information in the book, chapter, or passage.
- **Start** a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
- **Ask** your child to retell what he/she read in his/her own words.
- **Ask** your child to summarize what he/she read and tell what he/she learned from what was read. This could be connected to something in real life, another reading, or to events happening in the world.
- **Give** your child opportunities to participate in new experiences. Visit museums, the zoo, theaters, historical sites, aquariums, etc. to help build your child's vocabulary and speaking skills.
- **Pick** a "special word of the week" for your child to practice writing and using when speaking.
- **Begin** a family project of building vocabulary. Ask all family members to contribute to the project by submitting new vocabulary words they read or hear. Vocabulary words may be compiled in a decorative container in a prominent place. Family members practice using the new vocabulary words in their speaking and writing.
- **Visit** the local library and make reading fun for the entire family.
- **Act** out a story, poem or other text as if it is a play by using different voices for the characters. This will help children practice appropriate pacing while reading and encourage reading with expression.
- **While** you and your child read books together, or while your child reads a book by himself/herself, make a "W" chart. Fill out the "who," "what," "when," "where," "why," and "how" of the book while reading.
- **When** you or your child use a word with a prefix or suffix, stop to talk about it. Break down the word and talk about what the prefix or suffix and the root word mean together. Think of other words that have that same suffix or prefix. You can also write the word out on two separate cards, with the prefix on one and the root word on the other, and make new words with the cards. Write down the different words with prefixes and suffixes you and your child use.
- **Talk** about current events together. Discuss with your child so he/she understands what is happening and how it connects to him/her, other events that he/she may have seen or read about, and other areas of the community.
- **Use** magnetic letters, letter tiles, or cards from games to create both real and silly words. Practice building longer words by putting together shorter words and sounds.
- **When** you read a favorite picture book to your child and come across a short word that is familiar to your child because he/she knows the book very well, stop and let him/her say the word. Point to the word as he/she says it and spell it out.
- **After** your child reads a story, make up your own version, changing details such as setting, time, or even the ending. You can change the story so it occurs in places or with characters you know. This helps your child understand story structure and make comparisons. Alternatively, make up your own version of a fairy tale or known story.

POSSIBLE QUESTIONS/PROMPTS TO ASK AS OR AFTER YOUR CHILD READS:

Who was this about?

Where did this take place?

Which of these details is really important to the story? How do you know?

How did the character change?

Why do you think the author repeated that line?

What clues do the illustrations in the story provide to help you understand the plot (or setting or characters) of the story?

What is the focus of this paragraph?

What do you think would happen if you did not follow the steps in order?

What did you do to help you figure out an unknown word?

How does reading the chart/diagram/image help you understand what the author is trying to say?

We read two books. How are they the same? Different?

How many syllables does this word have?

What were the main ideas/topics?

What happened first? Next? Last?

How did the characters respond to _____?

What is the moral of the story? Fable? Folktale?

Describe the differences between ____'s and _____'s points of view.

How are these two stories different? Similar?

How are _____ and _____ connected to each other?

Are there any words that are written in bold print? Why do you think the author wrote that word in bold print?

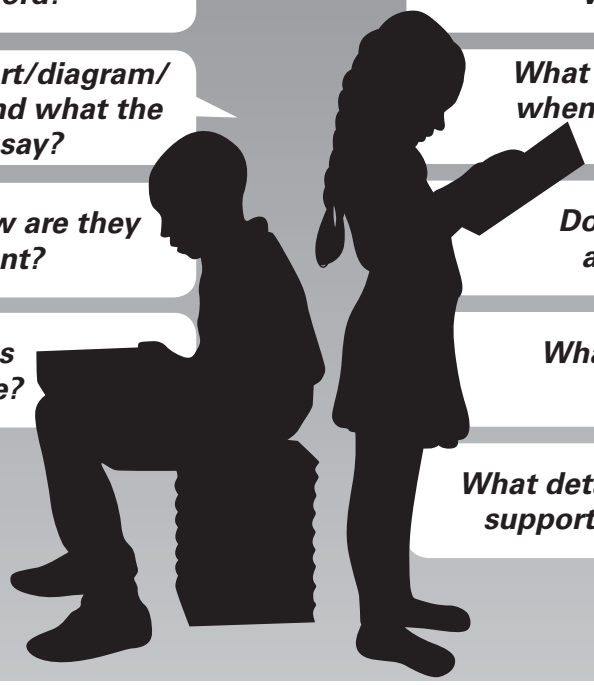
What was the author's purpose for writing this text?

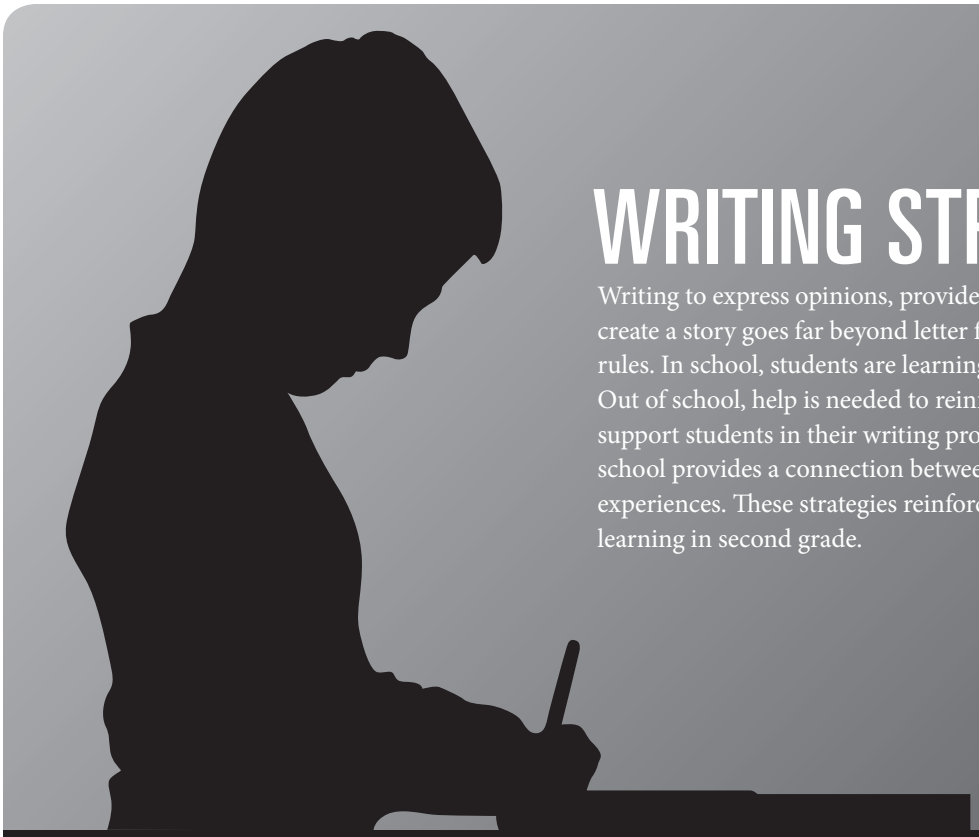
What strategies can you use when you don't understand the text?

Does this word have a suffix or prefix?

What word rhymes with _____?

What details did the author use to support his/her main purpose?





WRITING STRATEGIES

Writing to express opinions, provide information, and/or create a story goes far beyond letter formation and spelling rules. In school, students are learning the writing process. Out of school, help is needed to reinforce, encourage, and support students in their writing process. Writing out of school provides a connection between writing and everyday experiences. These strategies reinforce what your student is learning in second grade.

ACTIVITIES TO DO AT HOME:

- **Help** your child organize his/her thoughts by planning what he/she wants to write. Using sticky notes or a graphic organizer will provide a visual way to accomplish this.
- **Discuss** family stories and history. Encourage your child to ask questions. Work together with your child to create a book, magazine, poem, short story, newspaper article, pamphlet, or other written narrative of your family's history.
- **Encourage** your child to draw and/or write his/her own version of a favorite story. Or, encourage your child to create or write a next chapter (or page) for his/her favorite book.
- **When** your child asks a question, research the answer together using books or computers (under your supervision). Then create an informative poster or collage which tells the question, the answer, and uses both texts and illustrations to show what he/she learned.
- **Ask** your child to express his/her opinions about a topic or book through drawing, dictating, or writing. Ask your child to provide clear reasons to support the opinions expressed.
- **Help** your child create a poster, collage, pictograph, or infographic about something your child or your family learned or experienced recently.
- **Help** your child choose something that he/she wants to do or learn to do. Work with your child to research information related to the topic chosen. Ask your child to create a brochure, flyer, or "How To" manual or guide describing/explaining the topic, or how to do something. Then, together, you and your child can follow the guide to do or learn to do the chosen topic.
- **During** a family event, take a photograph. After the family event, ask your child to write a brief summary to go along with the photograph and send the photograph and your child's summary to the local newspaper to be printed with community events.
- **Keep** a family journal of trips, weekends, and special times spent together. Your child can both write and illustrate the journal. Pick a favorite entry from the journal and use it to expand your child's writing. You and your child can write a longer piece or story about that event and illustrate it with photographs or drawings.
- **Give** your child a few letters in a word. For example, show your child "_at," and ask him or her to make as many words as he/she can with it.
- **Encourage** (and help) your child to write a letter, birthday card, get well card, thinking of you card, or thank you note to family members or friends.

RESOURCES FOR LEARNING OUTSIDE OF SCHOOL

At home, you play an important role in your student's academic success. You are a valuable resource for your child. The websites provided below are not an all-inclusive list, but are intended to provide quality resources for you to support your child's learning.

- **www.readwritethink.org/parent-afterschool-resources/grade/1-2/**
— a language arts resource for both in and out of school; parent and afterschool resources are provided by grades

- **www.readingrockets.org/reading_research_guides_resources**
— research, guides, and resources for supporting reading

- **www2.ed.gov/parents/read/resources/edpicks.jhtml**
— reading resources for parents

- **www.readingpartners.org/take-action/resources-for-parents/**
— supports parents as reading partners for their children and helps parents stay informed about early literacy

- **www.scholastic.com/parents/resources/article/more-reading-resources/reading-tips-parents**
— reading tips for parents; 7 tips to keep reading exciting and enjoyable for children

- **www.education.com/guided-lessons/**
— choose the grade and scroll down to "reading" to learn more about lessons your student can practice for mastery of a skill

- **www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-choose-book-30320.html**
— tips on how to help children choose a book

- **www.dpi.state.nc.us/curriculum/languagearts/parents/**
— NCDPI ELA Parent page