

# Wilson County Schools



## Second Grade Community Resource

ELA



Parental Involvement

**2017-2018**

<b>Parent Resources</b>	<div data-bbox="1205 224 1430 350" data-label="Image"> </div> <p data-bbox="604 402 1990 586"> <b>This Elementary Curriculum Guide for Second Grade provides parents/guardians of elementary school students with an overview of the ELA curriculum. This document reflects the North Carolina Standard Course of Study, the state’s standards that teachers are required to teach at each grade level. These are the standards that are assessed on the Literacy Assessments in second grade. Please read the information in this booklet carefully.</b> </p> <p data-bbox="604 594 1990 699"> <b>We hope that this information will be helpful to you and that you will use it as a reference throughout the year. If you have questions, please talk with your child’s teacher, curriculum facilitator, or school administrator.</b> </p> <p data-bbox="625 708 1969 854"> <b>The ELA Common Core Standards (CCSS) for elementary education are divided into five strands: Reading, Writing, Reading Foundations, Language, and Speaking &amp; Listening. The grade level standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career ready expectations.</b> </p> <div data-bbox="783 995 1808 1175" data-label="Image"> </div>
<a href="#">Helping Your Child at Home</a>	
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<a href="#">Resources for Speaking &amp; Listening</a>	
<a href="#">Technology Resources (online sites, apps, etc)</a>	



# Helping Your Child at Home

- Talk about school. Learn about your child's friends, teachers, assignments, and activities.
- Attend school functions as often as possible (open house, PTA/PTO, parent/family nights, etc.).
- Communicate frequently with your child's teacher to help him/her better understand your child's needs and to find out how you can help your child at home.
- Read to or with your child every night for 20-30 minutes. Before you read each book, read the title and look at the cover and pictures inside. Ask your child what he/she thinks the book may be about (prediction). After reading the book, review his/her prediction. Was the prediction right? If not, what happened instead?
- Allow your child to see you reading (books, newspapers, mail, magazines).
- Show your child that education is important by being interested in his/her work. This will encourage your child to do well in school.
- Encourage your child to write notes, grocery lists, and directions.
- Help your child get organized. Develop a routine for doing homework and packing/unpacking his/her bookbag.
- Provide a quiet place that has everything your child might need for doing homework (pencils, paper, etc.).
- Provide support and guidance, but allow your child to do assignments him/herself.
- Help your child take responsibility for his/her work.
- Establish a game night as an alternative to TV watching.
- As much as possible, provide learning experiences outside of school (parks, libraries, museums, zoos, historical sites).
- Keep a set of flashcards in the car (sight words; alphabet letters; addition, subtraction, multiplication, and division facts; shapes; etc.).
- Visit the public library often. Encourage your child to be responsible for his/her library card and for the books he/she checks out.
- Praise your child for authentic progress and effort.

# K-2 Standards Based Report Cards



## [Parent's Guide to K-2 Standards-Based Grading & Elementary Report Cards](#)

In Wilson County Schools, we envision a student-friendly report card with clearly identified learning targets aligned to the North Carolina Standard Course of Study, while providing high quality instruction and assessments. Our Standards-Based report card provides meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts and standards and reflect upon strengths and areas for improvement.

### **What is standards-based grading?**

Standards-based grading is a grading system, which involves measuring students' mastery of a set of clearly defined standards. Its purpose is to identify what a student knows or is able to do based on these pre-established standards, rather than averaging grades/scores, which may not provide an accurate picture of what a student has or has not learned.

### **What is a standards-based report card?**

A standards-based report card lists the most important skills students should learn in each subject at a particular grade level.

The ELA section of the Standards-Based Report Card is divided into six strands. The include the following:

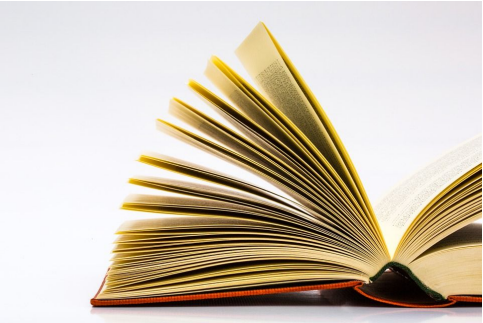
- Reading Literature
- Reading Informational Text
- Reading Foundational Skills
- Writing
- Speaking and Listening
- Language

## Some examples of standards your second grade child will be assessed on include:

- Paying close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, when, why, and how questions
- Determining the lesson or moral of stories, fables, and folktales
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently
- Writing an opinion about a book he or she has read, using important details from the materials to support that opinion
- Writing stories that include a short sequence of events and include a clear beginning, middle, and end
- Participating in shared research projects (e.g., read books on a single topic to produce a report)
- Taking 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
- Retelling key information or ideas from media or books read aloud
- Producing, expanding, and rearranging sentences (e.g., “The boy watched the movie”; “The little boy watched the movie”; “The action movie was watched by the little boy”)
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless)



**Parent Roadmap for [Second Grade](#)**  
**Parent Roadmap for [Second Grade \(Spanish\)](#)**

<b>Parents Guide to Student Success</b>	<b>Guía Para Padres Para Fomentar el Éxito Escolar</b>	
<a href="#">Kindergarten</a>	<a href="#">Kindergarten</a>	
<a href="#">First Grade</a>	<a href="#">Primer Grado</a>	
<a href="#">Second Grade</a>	<a href="#">Segundo Grado</a>	
<a href="#">Third Grade</a>	<a href="#">Tercer Grado</a>	
<a href="#">Fourth Grade</a>	<a href="#">Cuarto Grado</a>	
<a href="#">Fifth Grade</a>	<a href="#">Quinto Grado</a>	

## Reading for Literature and Information

### RL - Reading Literature, RI - Reading Information

#### **Key Ideas and Details**

**What it means:** Your child will be encouraged to carefully read many books and texts. Within these texts, your child will be working to understand what is happening, summarize key events or points and recall details important to the story or topic. Your child should read both fiction and nonfiction texts and be able to retell stories and share important information.

#### **Craft and Structure**

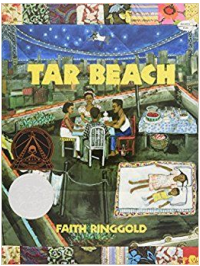
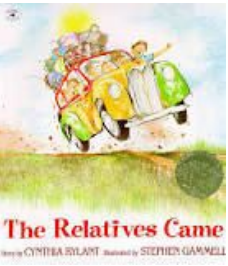
**What it means:** The standards within this area (or "strand") focus on specifics within a book, for example, an author's specific word choices or phrases. A second emphasis relates to understanding the underlying structure of common types of texts, including storybooks, poems and more.

#### **Integration of Knowledge and Ideas**

**What it means:** Within this strand, students will be working to compare and contrast details from stories, describe key ideas using details in informational text, and tell how two texts on the same topic differ.

#### **Range of Reading and Level of Text Complexity**

**What it means:** Teachers will be using a variety of techniques to introduce a range of books and other written material that both support and challenge a child's reading level. This may include nonfiction and fiction, infographics, poetry and more. This will be done with the ultimate goal of making sure students understand what they're reading.

Standards Taught	Parent Activities	Great Books to Read
<p><b><u>Key Ideas and Details:</u></b></p> <p><b>R.2.1</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical</p>	<p><b>How parents can help:</b></p> <p>After you share a story, talk about important story elements such as beginning, middle and end.</p> <p>Encourage your child to retell or summarize the reading.</p> <p>After reading nonfiction, ask questions about the information, "Is the spider an insect? How is a spider different than an insect?"</p>	<p><b><u>2nd Grade BOOK LIST</u></b></p> <p><b><u>Fiction</u></b></p> <div style="display: flex; justify-content: space-around;">   </div>

events, scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure:**

**RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas:**

**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**RI.2.8** Describe how reasons support specific points the author makes in a text.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**Range of Reading and Level of Text Complexity:**

Reading is a language activity. Studies have shown that [exposing your child to a variety of words](#) helps in her development of literacy skills.

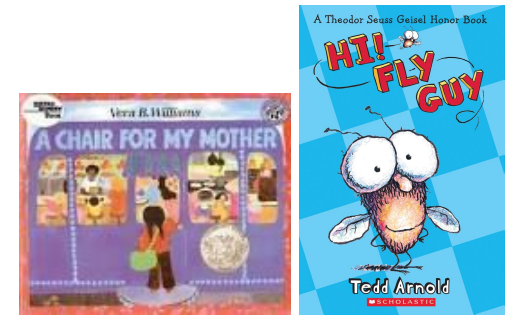
Read with your child every day. Ask your child to explain his or her favorite parts of the story. Share your own ideas.

During and after reading, call attention to interesting words and phrases. This may include repeated phrases, metaphors or idioms ("sick as a dog," "a dime a dozen.").

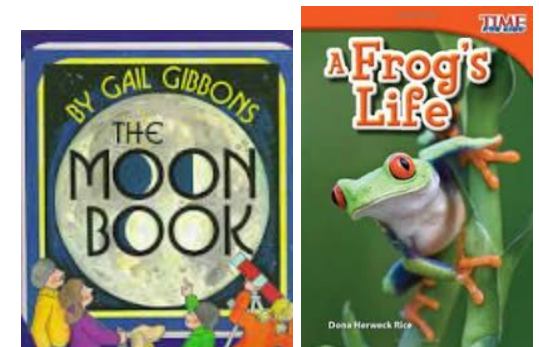
Talk about any new vocabulary and other ways the author used language or words to make the text interesting, informative, funny or sad.

For younger students, encourage your child to describe how the illustrations within a book support the story. For older students, have fun reading different versions of the same fairy or folk tale. Talk about the similarities and differences between the two books. Then switch to nonfiction and read two books on the same topic. Compare the information in each, again focusing on similarities and differences. "Let's look at each book and think about the words used to describe weather. How are the descriptions alike? How are they different?"

Parents can help promote their child's skill while developing their reading stamina (ability to "stick with it."). This means helping them avoid frustration or anxiety about tackling a harder book. Support your reader by talking through some of the things that make a text complex, including multiple levels of meaning, inferred



**Nonfiction**





<p><b>R.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>information (implied rather than clearly stated) or more sophisticated graphics.</p>	
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## Writing

**What it means:** Second grade students should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing), and develop reasoning to support their thinking. Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. Second grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together. At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge to find the key information they need to answer research questions and take notes.

### Standards Taught

- W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8** Recall information from experiences or gather information from

### Parent Activities

**Provide a place for your child to write.**

The area should be an area that is quiet and well lit. Stock the “writing center” with supplies such as paper, pencils and crayons. You can also gather family photos and magazines in the center that can be used as story starters.

**Read, read, read!**

The best activity to improve writing is reading. If your child reads good books, he will be a better writer. Reading exposes students to general vocabulary, word study and content-specific vocabulary. Through reading, students see a variety of authors’ techniques that they can use in their own writing.

**Provide authentic writing opportunities for your child.**

Have your child write his own thank-you notes, party invitations and letters to family. Let your child make the grocery list. Finding a pen pal for your child would make writing “real.” Helping children make the connection between writing and the “real” world will increase an interest in writing.

provided sources to answer a question.

**Be a writing role model.**

Make sure your child sees you as a writer. Point out times that you use writing to communicate with others. Discuss authentic writing in the community such as articles and letters in the newspaper, on billboards or in written advertisements. Discuss the purpose of the writing and the target audience. When your child writes, you should write. You can schedule a day of the week that you will turn off the television and share your writing.

**Start a vocabulary notebook.**

Teach your child new words each week and encourage her to use them. Make it into a game and give points for using the new words. Your child can keep a vocabulary notebook and get rewarded for the number of new words learned. The words will begin to appear like magic in her oral language and writing.

**Ask questions.**

Always ask your child questions when he writes. Ask specific questions about your child’s writing such as: “How did that happen?” “How did that make you feel?” “Can you tell me more about that...?” “What are some other words you could use to describe...?”

**Help your child publish her writing.**

Share her writing with others, place it on the refrigerator or encourage her to write for kids’ magazines. When your child’s writing is published in a children’s book, she will be on her way to becoming a lifelong writer and author.

## Reading Foundations

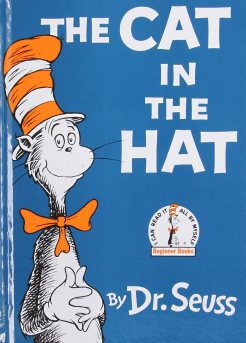
**What it means:** Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development. Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.

### PHONICS and WORD RECOGNITION

**Standards Taught**

**Parent Activities**

**Great Reads**

<p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><u><a href="#">SIGHT WORD PRACTICE</a></u></p> <p><u><a href="#">Sight Word Lists and Activities</a></u></p> <p><u><a href="#">Sight Word 2nd grade Flash Cards</a></u></p>	<p><b>Read Dr. Seuss books!</b></p> 
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**FLUENCY**

<b>Standards Taught</b>	<b>Parent Activities</b>	<b>Great Books to Read</b>
<p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Read to your child nightly. This will promote fluency. Your child can hear what fluent reading sounds like.</p> <p>Let your child read books many, many times. The more they read the more fluent they will become.</p>	<p>Your child’s teacher should send home books that your child can read independently. Listen to them read each night.</p> <p>Read aloud books from your public library.</p>

**Language**

**What it means:** Second grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences. With conventions, students are becoming more adept at end punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.

<b>Standards Taught</b>	<b>Parent Activities</b>
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**L.2.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.2.3** Compare formal and informal uses of English.

**L.2.4** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Notice new words when you're reading or listening. Talk about the importance of a large vocabulary and make an effort to learn new words.

Talk about what to do when we discover unknown words. (Hint: Don't just skip them.) Try using context clues or use another resource to find the meaning.

Focus on kid-friendly definitions and examples of new words rather than complicated dictionary-style definitions.

Keep track of the words you know. List them. Categorize them. Play games with them. Revisit them. Kids often need multiple exposures to words in order to really learn them.

Focus on learning the right kinds of words. Pick words that are more complex or descriptive versions of common words that kids already know. (For example, descriptive adjectives and verbs.)

Learn common roots, prefixes and suffixes to SUPERSIZE vocabulary knowledge. When you learn one word part, you'll begin to easily recognize many more words with the same word parts.

Interact with the words in some way. Draw their meaning. Act them out. Make them come alive so you'll remember them.



Relate words to real life experiences. Make them meaningful and make connections with new vocabulary.

Read. A lot! Read all sorts of books, signs on the wall, directions, recipes... A wide variety of reading material will expose kids to a wide variety of new words.

[2nd Grade Reading & Writing Activities](#)

## Speaking and Listening

**What it means:** Second grade students will engage in conversations about grade-appropriate topics and texts. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc.). Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them, in order to clarify or gain more information.

Standards Taught	Parent Activities	Technology Resources
<p><b>SL.2.1.a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p><b>SL.2.1.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide</p>	<p>When giving directions to your younger children, use short sentences and explain clearly what you want them to do. As they grow older, increase the length of the directions using words that describe (for example, instead of saying, "Get the book," you can say, "Please bring me your favorite storybook. It is on the desk in your room.").</p> <p>Ask your children questions that require more than a "yes" or "no" answer. Some questions that help them to talk more openly are "Why do you think that happened?" "What do we do next?" "What would happen if we did it this way?" "What can we do about that?" "How can we make this better?".</p> <p>Listen carefully as your children talk to you. Answer their questions and take time to explain things to them.</p> <p>Play games such as "Red-Light Green-Light," "Mama, Puedo," and "Simon Says" that require talking, listening, following directions, and giving directions.</p> <p>Read stories and informational books aloud for as</p>	<div style="text-align: center;">  </div> <p><a href="#">AudioBoom</a> - app to record books</p> <p>Listen to books online! - <a href="#">Storyline Online</a>, <a href="#">FreeChildrenStories</a></p> <p><a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a>  <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></p> <div style="text-align: center;">  </div> <p><a href="#">YouTube</a> offers most any book title videos of read alouds!</p>

<p>requested detail or clarification.</p>	<p>long as you can read and your children can listen. If your children become restless, lay the book aside and come back to it at another time.</p> <p>Read stories to your children and have them tell the stories back to you.</p> <p>Record yourself reading a book. Let them play the recording and read along in the book on their own.</p> <p>Take nature walks in the neighborhood or at local parks. Spend time talking in detail with your children about things you can see, hear, or touch such as leaves, rain, and caterpillars.</p> <p>Pick a topic of interest to your children and have them learn new things about it. Ask them to tell you and other family members what they have learned.</p>	
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<h2 style="text-align: center;">Technology Resources</h2>		
<b>Parent Websites</b>	<b>Online Reading for Students</b>	<b>Online Activities and Games</b>
<p><a href="http://www.parenttoolkit.com/explore-your-toolkit">http://www.parenttoolkit.com/explore-your-toolkit</a></p> <p><a href="http://gws.ala.org/">http://gws.ala.org/</a> - Great Websites for Kids</p> <p><a href="http://www.readingrockets.org/audience/parents">http://www.readingrockets.org/audience/parents</a> - Reading Rockets for Parents</p> <p><a href="http://www.scholastic.com/parents/">http://www.scholastic.com/parents/</a> - Parent website from Scholastic  <a href="#">2nd Grade Reading &amp; Writing Activities</a></p>	<p>Listen to books online! - <a href="#">Storyline Online</a>, <a href="#">FreeChildrenStories</a></p> <p><a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a>  <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></p>	