

# Parents' Guide to Student Success in *English Language Arts* *Second Grade*

## **Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

### **Here Are Some Things Your Child Will Be Working on in 2<sup>nd</sup> Grade**

- 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 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
- 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)



#### **Keeping the Conversation Focused:**

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In Grade 2, these include:

- Fluency.
- Comprehension.
- Writing.

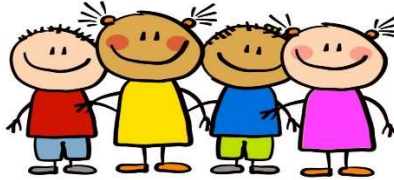
## **Help Your Child Learn at Home**

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

- Read to and/or with your child daily.
- Have your child write a thank you note or letter to family members or friends.
- Practice sight words daily using flashcards.

## Second Grade

### Nine Week Checkpoints for Parents and Students



Helpful Websites	
<a href="http://www.i-ready.com">www.i-ready.com</a> <a href="http://www.myon.com">www.myon.com</a> <a href="http://www.readworks.org">www.readworks.org</a>	
First Nine Weeks	Second Nine Weeks
<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how</li> <li>• Recount stories and determine their central message, lesson, or moral</li> <li>• Describe the beginning, middle, and end of a story</li> <li>• Describe how characters in a story respond to major events and challenges</li> <li>• Know and use various text features (e.g., captions, bold print, sub-headings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</li> <li>• Identify the main topic of one paragraph; then main topic of multi-paragraph text</li> <li>• Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe</li> <li>• Compare and contrast the most important points presented by two texts on the same topic</li> </ul>	<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe how characters in a story respond to major events and challenges</li> <li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</li> <li>• Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</li> <li>• 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. Continue to review standards</li> <li>• Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</li> <li>• Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe</li> </ul>

Third Nine Weeks	Fourth Nine Weeks
<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> <li>• Ask and answer questions to demonstrate understanding of key details in a text</li> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Compare and contrast two or more versions of same story.</li> <li>• Acknowledge differences in the points of view of characters.</li> <li>• Recount stories and determine their central message, lesson, or moral.</li> <li>• Describe cause and effect, sequential order, compare and contrast, problem/solution within a text.</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>• Compare and contrast the most important points presented by two texts on the same topic.</li> <li>• Describe how reasons support specific points the author makes in a text.</li> </ul>	<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> <li>• Ask and answer such questions to demonstrate understanding of key details in a text</li> <li>• Describe how characters in a story respond to major events and challenges</li> <li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</li> <li>• Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</li> <li>• Describe the overall structure of a story</li> <li>• Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</li> <li>• 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</li> </ul>