

# A Parent's Guide To Second Grade English Language Arts

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## **Second Grade English Language Arts (ELA)**

is more than just reading and writing. It includes skills like speaking, listening, and viewing as well. ELA offers us a way to communicate. Through ELA, your child can apply what s/he learns to solve real problems at home, at school and in the community.

### **Glossary Terms**

Words that have asterisks (\*) are defined in the Glossary located in the back of this booklet.

*By the end of Second Grade, your child should know and be able to do the following:*

### **Reading**

#### **Word Recognition & Word Study**



#### **Phonemic Awareness (\*)**

- Change the sounds of words by changing letters that can make new words. Example: "hat" becomes "\_at", sat, mat, etc.
- Recognize that words are made of sounds blended together and that words have meaning.

#### **Phonics (\*)**

- Understand that sounds in words are represented by letters of the alphabet.
- Use letter-sound clues to recognize and decode words with:
  - long and short vowels, (a, e, i, o, u)
  - consonant digraphs (\*) (th, ch, sh, wh, ph)
  - irregular vowels (ei, ie, ea, ue)

## Word Recognition

- Easily recognize familiar second grade level words
- Automatically recognize a growing number of basic sight vocabulary words. (Obtain a list from your child's teacher.)
- Be able to use prefixes, suffixes (\*) and context clues (\*) to read and understand unknown words (**untie, replay, careless, playful**).



## Vocabulary

- Know the meaning of words second graders see often. (Ask the teacher for a grade-level vocabulary list)
- Use strategies to make sure the words used in texts sound right and make sense.
- Use strategies to help figure out the meaning of words that describe objects, actions, etc., when they appear in a story.

## Fluency (\*)

- Automatically read words second graders see often, whether they appear alone or in a sentence.
- Read aloud using expression reacting to the periods and question marks.
- Independently read aloud new text with 95% accuracy in books matched to their ability.

## Narrative Text (Fiction)

- Discuss and describe how the events and characters are similar in high-quality literature from around the world.
- Identify and describe a variety of genre of narrative texts, like poetry, fantasy, legends, and drama.
- Identify and describe different story elements:
  - what characters do and why
  - when the story takes place
  - the problem and solution
  - the order of events
- Identify how authors/artists use:
  - pictures to support story elements
  - titles to predict what happens in a story
  - metaphor/simile (\*) to show characters' thoughts and actions
- Show through their conversations, drawings, or writing that they know how two or more stories are connected.



### Ways to Praise Your Child

I'm so proud of you.  
I knew you could do it!  
You are really improving.  
You're doing much better today.



## Informational Text (Non-fiction)

- Name and describe different types of informational text, such as how-to books, science and social studies magazines.
- Discuss patterns such as the order in which things happen or ways they are described.
- Explain how authors and illustrators use features like bold-faced text, graphs, maps, and charts to help readers understand ideas.
- Show through drawings, writing or conversations how two or more informational texts are connected.



## Comprehension

- Use their own experiences to help understand new ideas and connect to ideas in texts.
- Retell the main idea(s) and details from text matched to their ability.
- Connect and compare a story to their lives as well as compare a story other stories.
- Compare and contrast relationships among characters, events and key ideas.
- Use drawings to show key ideas and details in stories.
- Ask questions as they read.
- Remember and use what has been read from other subject areas.

### **Metacognition (\*)**

- Know when they need help to understand what they read.
- Know when they do or do not understand the texts.
- Use simple strategies to increase their understanding of texts.  
Example: Reread the story.
- Use book covers and/or pictures to predict what might happen next.
- Talk about the author's purpose.
- Make predictions and draw conclusions.
- Ask questions before, during and after reading.
- Begin to sort and put information in order with the help of the teacher.
- Discuss with teacher which comprehension strategies worked.



### **Critical Standards (\*)**

- Decide and discuss what qualities make a good story.
- With help from the teacher, begin to know how to measure the quality of their own work and the work of others.

### **Reading Attitude**

- Be excited about reading and learning how to read.
- Choose to read and write on their own during free time in school and at home.



## Writing



### Writing Genre

- Write fiction/fantasy/personal stories that include characters, settings, problem/solution and events written in order.
- Begin to write poetry based on reading a variety of grade level poetry.
- Produce a magazine article that describes something/someone, lists features of an item or tells how to do something.
- Produce and present a research project with help from the teacher. The steps should include using the writing process.

### Writing Process

- Think about the audience and the purpose for writing.
- Write two paragraphs, each containing a main idea and details.
- Make changes to their own writing to fit the needs of the audience and the purpose of the project.
- Write a story from their viewpoint (\*) or in third person (\*).

### Personal Style

- Develop a personal style when speaking, writing or acting out messages. Example: they may express feelings, use details and show examples.

## Grammar and Usage

- Write with complete sentences using nouns, verbs, commas, contractions, and capitalization.

## Spelling



- Correctly spell two-syllable words they see often including words with common suffixes and prefixes.
- Use beginning and simple ending sounds, or words lists provided by the teacher to figure out how to spell more words.

## Handwriting

- Print upper and lower case letters neatly, so that people can read them.
- Begin to write the cursive (\*) alphabet.

## Writing Attitude

- Be eager to write and learn to write.

### Ways to Praise Your Child

Wonderful!  
I'm happy to see you working so hard.  
You made my day.  
That's the way to do it!  
You're learning fast.



## Speaking

### Conventions (\*)

- Use words such as although, instead of, and so that.
- Use pronouns such as he, she, and they.
- Use possessive pronouns such as my/mine, his/her, their/your.
- Use common subject/verb agreement. (Ann plays with Sue.)
- Use common pronoun/noun agreement. (They go to the store.)
- Use language to communicate with all kinds of people for all kinds of reasons (express wants and needs, solve problems).
- Give a speech speaking clearly, with expression and loud enough to be heard.
- Make presentations using Standard English (\*) or their version of Standard English if they are in the process of learning English.

### Spoken Discourse (\*)

Speaking loud and clear in complete sentences, your child will...



- Stay on topic while responding to comments and questions from others during conversations.
- Briefly tell or retell familiar stories in an organized way that make sense from the beginning to end with details about the characters, setting and events.
- Be able to talk about the meanings of and the connections between two or more stories.
- Plan and deliver simple presentations or reports that are organized and include illustrations, facts and details.

## Listening and Viewing

### Conventions (\*)

- Give, restate and follow three and four-step directions.
- Ask good questions during a report or presentation.
- While in conversations, use eye contact and pay attention to evaluate messages on radio, T.V. and in newspapers or magazines.
- While in large or small groups, pay attention and listen carefully to others.
- Be able to tell who is giving a message and who is receiving the message.
- Tell the difference between fact and opinions.

### Response

- Choose, listen to or view and discuss a variety of good books, both classic and recently written.
- Listen to or view and discuss a variety of genre (fairy tales, poetry, stories).
- Make connections between two or more stories as they think about them. They can do this by discussing the stories, drawing pictures and/or writing.

### Ways to Praise Your Child

Keep up the good work!  
Fantastic!  
Right on!  
Keep on trying.



## Glossary Terms



- **consonant digraphs** - two consonants together that make one sound. Examples: ch, sh, th.
- **context clues** - hints from the surrounding words, phrases or sentences about the unknown word.
- **conventions** - the rules about how words and language works when speaking or writing.
- **critical standards** - the high level of quality students must be able to recognize, to determine if their work reaches that expectation.
- **cursive** - a style of handwriting in which the letters in a word are connected.
- **genre** - a category used to describe different kinds of texts, such as poetry, fantasy, legend, etc.
- **metacognition** - the process of thinking about one's own thinking. Example: Being able to monitor when you know or don't understand a lesson.
- **metaphor/simile** - figures of speech in which two things or ideas are compared. Similes use words such as "like" or "as" to compare. (The fog is like a blanket.) Metaphors compare two things with out using the word "like". (The fog is a wet blanket.)
- **phonics** - the predictable relationship between the sounds of spoken language and the letters of the alphabet that represent those sounds in written language.

## Glossary Terms, *continued...*

- **phonemic awareness** - the ability to notice, think about and work with the individual sounds in spoken words
- **point of view (third person)** - telling the story from a viewpoint that knows actions and private thoughts of all characters
- **prefixes/suffixes** - word parts known as affixes. These parts are added to words. Prefixes are added to the beginning of words (untie) and suffixes are added to the end of words (cheerful)
- **Standard English** - the form of English widely accepted as being clear and proper
- **writing genre** - a category used to describe different kinds of writing, usually by form such as poetry, fiction, magazine article, etc.

## Questions to ask your child's teacher...



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