

**Second Grade: Reading (Literary, Informational, Foundational)**

End  
of  
2<sup>nd</sup> Grade

\*The visual and selected standards for **reading** highlight the increase in complexity over the course of the year

Beginning  
of  
2<sup>nd</sup> Grade

- \*Ask and answer “w” questions to understand key details (*who, what, where, when, why*)
- \*Recount stories, fables, and folktales and determine central message
- \*Decode regularly spelled two-syllable words

- \*Compare and contrast important points and key details
- \*Decode words with common prefixes and suffixes
- \*Describe how characters respond to major events and challenges

- \*Know and use text features (*e.g., headings, captions, glossaries*) to locate information
- \*Compare and contrast versions of the same story by different authors
- \*Read and comprehend grade level literature, informational texts, poetry, and drama

**Activities to Support Academic Growth at Home**

<b>Standards (What Students Should Know)</b>	<b>Sample Activities (What You Can Do to Support Growth)</b>
Ask and answer “w” questions to understand key details ( <i>who, what, where, when, why</i> )	Ask questions about key details in the text ( <i>e.g., who, what, where, when, why</i> )
Describe how characters respond to major events and challenges	Ask your child how did the characters in the text respond to events that took place Challenge them by asking how could the characters have responded <i>differently</i> and how their suggested actions may influence the outcome of the story
Read and comprehend grade level literature, informational texts, poetry, and drama	Encourage your child to read with fluency by rereading familiar texts Help your child with word meanings to expand vocabulary development Encourage your child to read different kinds of materials ( <i>e.g., chapter books, informational texts, poems, websites, magazines, newspapers, etc.</i> )

**Second Grade: Writing**

End  
of  
2<sup>nd</sup> Grade

\*The visual and selected standards for **writing** highlight the increase in complexity over the course of the year

Beginning  
of  
2<sup>nd</sup> Grade

\*Write narratives that include a series of events, details, temporal words (*e.g., first, next, then, finally*), and has a sense of closure

\*With guidance and support, use a variety of tools, including digital and collaboration with peers, to produce writing

\*Write informative/ expository texts with facts, definitions, and concluding statements

\*With guidance and support, focus on a topic and strengthen by revising and editing

\*With guidance and support, recall information from experiences or gather information to answer a question

\*Participate in shared research and writing projects

**Activities to Support Academic Growth at Home**

<b>Standards (What Students Should Know)</b>	<b>Sample Activities (What You Can Do to Support Growth)</b>
Write narratives that include series of events, details, temporal words (words relating to time or order of events), and has a sense of closure	Invite your child to create a narrative (story) about a memorable event or experience. Encourage them to include interesting details and temporal words (e.g., first, next, then, after that, finally) in their writing
Write informative/ expository texts with facts, definitions, and concluding statements	Help your child write and organize facts for an informational text Assist your child in writing concluding statements to effectively end their story
Participate in shared research and writing projects	Engage your child in a family journal, where you and your child write about events, experiences, thoughts and opinions Invite your child to write messages, grocery lists, letters, notes, and other household texts

**Second Grade: Speaking and Listening**

End  
of  
2<sup>nd</sup> Grade

\*The visual and selected standards for **speaking and listening** highlight the increase in complexity over the course of the year

Beginning  
of  
2<sup>nd</sup> Grade

\*Follow agreed upon rules for classroom discussions  
\*Build on others' talk in conversations by responding to the comments of others

\*Add drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings  
\*Ask and answer questions about what a speaker says in order to gather additional information

\*Tell a story or recount an experience with details, speaking audibly (loudly) and coherently (logically)  
\*Produce complete sentences when appropriate to task (activity) and situation

**Activities to Support Academic Growth at Home**

<b>Standards (What Students Should Know)</b>	<b>Sample Activities (What You Can Do to Support Growth)</b>
Build on others' talk in conversations by responding to the comments of others	Engage your child in a conversation when in the car, walking the neighborhood, at the store or in the community
Ask and answer questions about what a speaker says in order to gather additional information	Invite your child to ask and answer questions about something heard on the television, radio, or in a conversation
Tell a story or recount an experience with details, speaking audibly (loudly) and coherently (logically)	Invite your child to tell descriptive stories orally Invite your child to add more details when talking about something s/he has read, heard, or viewed Encourage your child to speak loudly and clearly so others will understand

**Second Grade: Language**

End  
of  
2<sup>nd</sup> Grade

\*The visual and selected standards for **language** highlight the increase in complexity over the course of the year

Beginning  
of  
2<sup>nd</sup> Grade

\*Use reflexive pronouns (e.g., *itself, yourself, himself*)  
\*Capitalize holidays, product names and geographic names

\*Use adjectives and adverbs appropriately  
\*Use knowledge of words to predict meaning of compound words (e.g., *housefly, notebook*)

\*Use reference materials (*glossaries, beginning dictionaries*) to check spellings and clarify meaning  
\*Use words and phrases acquired through conversations, independent reading and being read to

**Activities to Support Academic Growth at Home**

<b>Standard (What Students Need to Know)</b>	<b>Sample Activities (What You Can Do to Support Growth)</b>
Use reflexive pronouns (e.g., <i>itself, yourself, himself</i> )	Provide opportunities for your child to correctly use reflexive pronouns (e.g., <i>myself, yourself, ourselves</i> ), adjectives (e.g. <i>beautiful, soft, loud</i> ) and adverbs (e.g., <i>quietly, tomorrow, downstairs</i> )
Use knowledge of words to predict meaning of compound words (e.g., <i>birdhouse, notebook</i> )	Help your child figure out the meaning of compound words by creating and playing a matching game. Provide a list of compound words and their definitions (or pictures) for them to match
Use words and phrases acquired through conversations, independent reading and being read to	Encourage your child to include new words and phrases when expressing ideas, opinions, wonderings Ask your child to retell a story using their own words