



2nd Grade

Parent Guide for Understanding the English Language Arts Common Core

	Reading: Literature & Informational Text	Reading: Foundational Skills	Writing	Speaking & Listening	Language
Students will be able to:	<ul style="list-style-type: none"> Ask and answer questions about a text to demonstrate understanding of key details. <p><u>Literature:</u></p> <ul style="list-style-type: none"> Recount stories, including folktales and fables from diverse cultures, and determine their central message, moral or lesson. Describe how characters in a story respond to major events and challenges. Compare and contrast two versions of the same stories. <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> Identify the main topic of multiparagraph text. Determine the meaning of words and phrases. Describe the connection between a series of historical events, scientific ideas, or steps in technical procedures in a text. 	<ul style="list-style-type: none"> Know and apply grade level phonics and word analysis skills in decoding words, both in isolation and in text. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode regularly spelled two-syllable words with long vowels. Recognize and read grade-appropriate irregularly spelled words. Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> Write opinion pieces that introduce a topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words (e.g., because, and, also) to connect opinions and reasons, and provide a concluding statement or section. Write information/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Write narratives that 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. 	<ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners and adults in small and larger groups. Recount or describe key ideas or details of a text read aloud or information presented orally or through other media. 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. Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. 	<ul style="list-style-type: none"> Create readable documents with legible print. Demonstrate command of standard English grammar and conventions. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or verify the meaning of unknown and multiple meaning words and phrases. Demonstrate understanding of word relationships and nuances in word meanings.
Schools will support by providing opportunities to:	<ul style="list-style-type: none"> Read and comprehend literature, including poetry and stories, informational text, including social studies, science, and technical text with appropriate complexity for Grade 2-3. Efficiently know and use various text features (e.g., captions, bold print, subheadings, glossaries, electronic menus and icons) to locate key facts or information in a text. Describe how reasons support specific points the author makes in a text. 	<ul style="list-style-type: none"> Learn spelling-sound correspondence for additional common vowel teams. Decode words with common prefixes and suffixes. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading when necessary 	<ul style="list-style-type: none"> Write routinely over extended time frames to produce writing in which development and organization are appropriate to task and purpose. Focus on topic and strengthen writing as needed by revising and editing. Participate in shared research and writing projects. Recall information from experiences or gather information from provided resources to answer a question. 	<ul style="list-style-type: none"> Have group discussions on read aloud texts. Produce complete sentences when engaging in various tasks. Give, restate, and follow three and four step oral directions. Plan and deliver a narrative presentation that: recounts a well-elaborated event, including details, reflects a logical sequence, and provides a conclusion. 	<ul style="list-style-type: none"> Apply the rules of English grammar and conventions in daily writing tasks. Produce, expand, and rearrange complete sentences in shared language activities. Learn and apply strategies to understand unfamiliar words in reading.
Parents can support by providing opportunities to:	<ul style="list-style-type: none"> Read at home every day. Have conversations after reading about what you read. Encourage your child to write notes and/or letters. 	<ul style="list-style-type: none"> Read with your child 20 minutes each day modeling good reading behavior. Encourage them to stop frequently recalling details of what they read to help with comprehension. Encourage them to tell you in their own words. Ask them to notice any difficult or important words. 	<ul style="list-style-type: none"> Tell stories aloud with your child and practice writing down your story in words. Tell them about a childhood memory. Use several details. Encourage your child to write captions next to family photos describing the event or memory. 	<ul style="list-style-type: none"> Have family conversations about various topics using complete sentences. Model good listening and speaking skills. Model recalling from beginning to end what happened at a family event using clear sentences. 	<ul style="list-style-type: none"> Encourage your child to write neatly on homework. Use real-life connections between words and their use (e.g., describe foods that are spicy, juicy, sour). Use dictionaries and glossaries to look up meanings of unfamiliar words.

Second Grade Students will:

- Read stories including fables and folktales from different cultures, and identify the lesson or moral of the story
- Read text about history, social science, or science and identify the main idea
- Pay close attention to details, including illustrations and graphics in stories and books to answer *who, what, where, when, why, and how* questions
- Describe in their own words the reasons an author gives to support a point
- Learn and use new words in writing and when speaking
- Learn the rules of spoken and written English
- Take 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 on a topic
- Describe in their own words information learned from articles or books read aloud
- Work together to gather facts and information on a topic
- Write stories that include a short sequence of events and include a beginning, middle, and end
- Write about opinions on books using important details and examples to support a position

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How Parents Can Support:

- Read at home every day. Ask your child to explain his or her favorite parts of the story and why they liked it. Share your own ideas.
- Ask them to notice if there were any challenging or important words? Help them use the picture clues or words around them to figure out their meaning.
- Play spelling games in the car by breaking apart two syllable words and spelling the syllable (e.g., break apart the word freedom, spell first syllable f-r-e-e, second syllable d-o-m).
- Be sure your child has a library card. Encourage them to select books about what they are interested in to develop an early passion for reading.
- Use technology to build your child's interest in reading. There are several websites where students can read books or articles online. Feel free to ask a librarian or teacher for suggestions.

Resources:

Sacramento City Unified School District

<http://www.scusd.edu/commoncoredept>

- ✓ Links to documents for California (CCS) Common Core Standards, including a list of mentor texts for the Standards for English Language Arts Practice

Parent-Teacher Association

<http://achievethecore.org/leadership-tools-common-core/parent-resources/>

- ✓ Parent Guides including grade level specific handouts with simple descriptions of what children should be learning in English Language Arts in each grade.

California Department of Education

<http://www.cde.ca.gov/re/cc/index.asp>

- ✓ Informational flyers provide overviews and highlights of the ELA CCS
- ✓ Handouts for parents on transitioning to CCS
- ✓ Link to *Council of Great City Schools Parent Roadmaps*
- ✓ Links to *Smarter Balanced Assessments*

www.bookadventure.com

- ✓ *Free online reading resource*

www.starfall.com

- ✓ *Free online reading resource*

How Things Have Changed:

English Language Arts expectations of students have changed greatly with the adoption of the Common Core Standards. Students will continue to read and write, but in addition to stories and literature, they will read more informational or non-fiction texts that provide facts and background knowledge in areas including science and social studies. They will also read more challenging text and be asked to support their interpretations with evidence from the text. There will also be an increased emphasis on building strong vocabulary so that students can read and understand challenging material.

Previous California Standards Assessment:

Read this paragraph.

I like to see the mountains. There are some small mountains and some tall mountains. The small mountains are green and have lots of trees. _____

Which sentence should go in the blank space?

- A. The tall mountains are covered with white snow.
- B. The mountains are tall.
- C. The nice mountains are interesting to look at.
- D. The mountains are tall and white and nice.

Common Core Standards Assessment: The following is the beginning of a story that a student is writing for a class assignment. The story needs more details and an ending. Read the beginning of the story and then complete the task that follows.

Oliver's Big Splash

Oliver was a dog that lived in a small town near a lake. He loved to play outside. Oliver liked to play fetch, but his favorite thing to do was to chase leaves. He loved chasing leaves so much that his favorite time of year was fall when the leaves fell off the trees.

One beautiful fall day, Oliver and his owner, Jeff, went for a walk around the lake. They were enjoying the sunshine and the lake when suddenly a dragonfly flew past. For a moment, Oliver forgot where he and Jeff were and what they were doing. All of a sudden there was a big splash.

Write an ending for the story by adding details to tell what happens next.