

Family Friendly

GUIDE FOR SECOND GRADE

English Language Arts

In second grade, students focus on **decoding, changing words from print to speech, (reading), and changing words from speech to print (writing)**. In addition, the focus is on more advanced phonics skills that will help students to become fluent readers. As second graders continue to receive guidance, their final goal is independent proficiency of reading fluency by the end of the year.

In second grade, there is more focus on finding meaning in text. Second grade students are beginning to explain how features or story elements of the text contribute to meaning. They ask “who, what, when, where, why, and how” questions to explain an author’s purpose in writing a text.

In second grade, there are four major types of literary texts in print and multimedia formats. They include fiction, literary nonfiction, poetry, and drama. Second grade students read a variety of informational texts in print and multimedia formats.

In writing, second grade students work toward mastery of print and continue to use strategies to form opinion, informative, and narrative types at developmentally appropriate levels. They write narratives that include transitional words such as second, next, then, and last. Second graders write their opinions and include supporting details. They write informative pieces by developing a topic with facts and details. Finally, second grade students continue to practice how to enter conversations with an appropriate voice tone to fit the context.

This document is designed to:



- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting second grade.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades’ learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

In second grade, students should:

- **read and write** on their own for different reasons, and, sometimes, for longer periods of time.
- **choose** the right books for what they need.
- **talk about and ask questions** about all sorts of texts, such as pictures, videos, and songs, not just books.
- **practice talking, listening, and waiting** their turn when others talk about books and other topics.
- **use tools** such as charts, examples, and guides to do their best work and meet expectations.



FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

In second grade, students should:

- change the sounds in words by taking some away, adding new ones, or swapping them to make new words.
- learn to find the vowels in words and understand how words are made up of different parts called syllables.
- practice reading big words by breaking them into smaller parts and using different letter combinations they know.
- learn to read both out loud and quietly, making sure they say the words right and with feeling.
- figure out how to read by sounding out words, looking for parts they already know, and using pictures and the story to help them understand.

APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In second grade, students should:

- talk about who is in a story, where it happens, and what happens, including any problems and how they are fixed.
- learn about different ways authors use words, like comparing things, giving feelings to objects, and using sayings.
- figure out what the main message of a story is and why the author wrote it.
- find out what the main idea of a nonfiction book is and learn more about it with facts and details.
- notice how different characters in stories see things differently and how authors try to teach or explain things in their writing.

RESEARCH

The Research (R) standard and indicators support students in learning the processes of inquiry, investigation, and drawing conclusions on a wide variety of topics.

In second grade, students should:

- ask and answer questions about books and other things they read or see to help focus or expand their thoughts.

COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

In second grade, students should:

- share thoughts on a topic, give reasons, use transition words, and wrap up with a conclusion.
- introduce a topic, share facts, and conclude with a summary.
- create stories with characters, settings, events, and a clear ending.
- learn to capitalize proper nouns, (periods, commas, quotation marks, apostrophes), and identify parts of speech like nouns, verbs, adjectives, adverbs, and conjunctions.
- plan, revise, and edit their work to make it better, and practice writing neatly with good spacing.
- learn to speak clearly and share information with others.



HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

Overarching Expectations:

- **Trip Journals:** While on trips, provide writing tools such as writing journals, pencils, crayons, and markers. Encourage drawing and writing about observations and experiences throughout the trip.
- **Literacy Rich Home:** Provide literacy materials around the home such as children's literature, magazines, coupons, brochures, take-out menus, catalogs, newspapers, captions to videos, etc.
- **Role Model:** Read, write, talk, and listen in front of your child.

Foundations of Literacy:

- **Play Word Games:** Add, delete, or substitute initial, medial, and final sounds. For example, "Say place, now say place but don't say /p/."
- **Making Words:** Use magnetic letters, letter tiles, or writing to practice building/spelling words. Use word lists based on phonics skills being taught in the classroom.
- **Fluency:** It is still important to listen to your child read daily. Encourage rereading sentences or phrases to self-correct and sound fluent.

Applications of Reading:

- **Extend Conversations:** During and after reading, discuss the theme(s), author's purpose, and figurative language (similes, personification, idioms).
- **Summarizing:** For literary text, include main story elements in a logical sequence utilizing the Somebody, Wanted, But, So activity. For informational text, include a central idea and supporting details.
- **Informational Literature:** Provide age appropriate magazines and articles. Locate and/or cut out and glue captions, graphs, glossaries, tables of content, and maps on posters. Share posters with others.

Research:

- **Become a Researcher:** Select a topic of interest and generate questions on sticky notes or index cards. Use dictionaries, magazines, and informational texts (including photographs, maps, charts, graphs, etc.) to research the topic. Non-printed sources such as websites, blogs, or television shows can be used. Once answers to questions are located, add to the answers to the sticky notes or cards. Share findings with others.

Communications:

- **Life Experiences:** Write about experiences during holidays and trips to create a sequential narrative.
- **Social Studies and Science Integration:** Encourage reading age appropriate magazines and websites on social studies and science topics. Write down 3-6 facts from these resources and share them with others.
- **Use Oral Communication:** Share the findings of a research topic or tell a story or joke to family and friends. Use eye contact and appropriate voice volume. Collaborate with friends to solve a problem or play a game.

ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, your student will participate in informative, interim, and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).