



An At-Home Guide for Families

Second Grade English Language Arts in North Carolina Public Schools

Content Outline

At the end of the year, my child will know how to...

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- describe how characters in a story respond to major events and challenges.
- describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.
- distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- how to use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- how to compare and contrast two or more versions of the same story by different authors or from different cultures.
- how to read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- know and use various text features to locate key facts or information in a text efficiently.
- identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.
- explain how specific images contribute to and clarify a text.
- identify the reasons an author gives to support ideas in a text.
- compare and contrast the most important points presented by two texts on the same topic.
- read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- print all upper- and lowercase letters legibly and proportionally.
- know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words



RETHINK EDUCATION

North Carolina Department of Public Instruction

- read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions.
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- recount or describe key ideas or details from 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 and complete sentences.
- create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.
- demonstrate understanding of nuances in word meanings.
- use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.










Curious what the specific standards are for Second Grade English Language Arts in North Carolina?

Check out the [North Carolina Standard Course of Study](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [NC DPI's unpacked contents document](#) aligned to the course standards.

Key Vocabulary

Visual	Term	Definition
	detail	A fact or piece of information.


















Visual	Term	Definition
	fiction	Any story made up by an author. It is the author's imagination. It is not based only on history or facts.
	character	A person, animal or object that is in a story and part of the action.
	fable	A story that helps teach a lesson.
	plot	All the events in order that make up a story.
	folktale	Stories that have been told and passed down from generation to generation.
	central message	The big idea of a story. What the author wants us to learn from the story.
	alliteration	When the beginning sound of words is repeated.
	point of view	The narrator's or character's' thoughts or ideas about the events of a story.
	illustration	A picture that helps tell the story or decorate the book or story.



Visual	Term	Definition
	setting	When and where the events in the story take place.
	moral	The big idea of the story, specifically a lesson for us about how to act. We call the lesson in a fable or folktale a moral.
	synonyms	Words with the same or similar meanings.
nice = kind	antonyms	A word that has the exact opposite meaning to another word.
 hot ❄️ cold	prefix	A string of letters or words placed before a root word that adds or changes the meaning of the root word.
	suffix	A string of letters or words placed after a root word that changes or adds to the meaning of the root word.
b c d f g h j k l m n p q r s t v w x y z	consonants	The letters in the alphabet that are not vowels.
	vowels	The letters A, E, I, O, U are called vowels in the English language. It is impossible to pronounce words without them.
SYL LA BLES! Ap ple 	syllable	Syllables are small groups of sounds that you hear in each word. Each syllable must have a vowel sound.
ai ie oa ow ey	vowel teams	two vowel letters that come together to make a specific sound.
















Visual	Term	Definition
	homophones	2 words that sound alike but are spelled completely different.
	fluency	The ability to read with speed, accuracy, and proper expression.
	accuracy	The ability to read without errors.
	pre-writing	The first stage of the writing process.
	graphic organizer	A visual learning tool to help organize ideas.
	compare	Find what's alike about things.
	contrast	Find what's different about things.
	key details	Important parts of a story or event that help us understand.
	opinion	judgement or belief about something
	fact	something that can be proven to be true
	research	to investigate a topic
	draft	first try of getting ideas from your head onto paper
	transition words	linking words to guide your reader
	conclusion	end of your writing when you remind the reader of what you want them to have learned
	revise	to make better


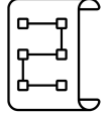









Visual	Term	Definition
	informative	explains more about something
	topic	who or what is this about?
	topic sentence	introduces the big idea
	big idea	the main point
	restate	say it again
	editor	a person whose job is to correct and revise writing
	narrative	telling a story
	setting	where and when a story happens
	characters	people, animals, or creatures in the story
	problem	what goes wrong or is in the way
	solution	how the problem is fixed
	plot	the events in the story
	narrator	person telling the story
	hook	opening of a story written to catch the reader's interest
	dialogue	direct words of characters in a story
	temporal	transition words related to time



Visual	Term	Definition
	publish	to make known or to share
	title	the name of something
	illustrations	pictures that make ideas more clear or interesting
	active listening	when we listen with our whole body
	bullet	large dot in printed text to draw attention to something
	symbol	something that stands for something else
	text	collection of words with a main point (can be written, drawn, or spoken)
	key ideas	most important thoughts from the text
	question words	Words that introduce questions: who, what, when, where, why and how
	complete sentences	sentence with a subject and a predicate
	subject	who or what the sentence is about
	predicate	what happens
	narrative	storytelling






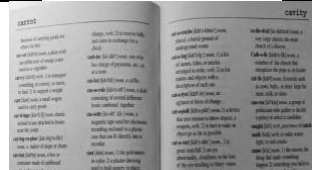





Visual	Term	Definition
	introduction	beginning of the story
	plot	what happens in the story
	climax	the peak of the action in a story
	caption	the words that describe a picture or graph
	noun	A word that is a person, place, thing or idea. Nouns can be common (person, chair, dog..) or proper (Ms. Smith, Bailey Elementary School, Barney the dog)
	verb	A word that shows action. Verbs can be present tense (The dog runs ...) or past tense (The dog ran ...)
	article	A word that goes in front of a noun like a , an , and the
	adjective	a word that describes a noun
	adverb	a word that describes a verb



Visual	Term	Definition
	pronoun	a word that can be used in place of a noun
	revise	to change the content of our writing
	caret	A mark used in revising writing to show where something should be added.
	preposition	A word that tells you where or when something is in relation to something else.
	interjection	Word that expresses a strong emotion or a sudden feeling
	conjunction	Words that join words, phrases or sentences.
	comma	a punctuation mark that separates words
	apostrophe	A punctuation mark that is used to show possession or make a contraction.
	contraction	The new word made when two words are put together and shortened.



Visual	Term	Definition
	possessive	to show that something belongs to someone
	dialogue	a conversation between people in real life or characters in books
	quotation marks	punctuation mark that shows when a character is talking
	dialogue tag	a phrase that tells which character is speaking
	reference	resources that help us to find information
	guide words	The words at the top of the page in a dictionary that tell you the first word and last word on those pages.
	nuance	a small meaning in the difference between words
	formal language	Language like we use in school or with adults or people we don't know well.
	informal language	Language we use with friends and family or people we know.



Learning in Action: Grade Level Skills

Examples of Grade Level Skills

Grade level example of recounting stories, including fables and folktales from diverse cultures, and determining their central message, lesson, or moral.

In the fable, *The Fox and the Grapes*, the fox only wanted to eat the best grapes that he could find. He thought that some were too green or too small. The fox searched until he found big, ripe grapes, but they were at the top of the vine. He couldn't reach them no matter how hard he tried. The fox decided that those grapes must be rotten and sour. He left without any grapes at all. The author is trying to teach us that we should be happy with what we can get. Sometimes it is better to have something than get nothing at all.

Grade level example of describing the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

After reading a text about the life of Katherine Johnson, I understand that she was important in helping the United States in space exploration. After spending her life loving math, Ms. Johnson got a job as a human computer for NASA. She helped calculate information needed for astronauts to visit the moon.

Grade level example of describing how characters in a story respond to major events and challenges.

Although Cinderella's stepmother and stepsisters were very unkind to her, she forgave them when she became queen.

Grade level example of identifying the author's main purpose of a text, including what the author wants to answer, explain, or describe.

The author of a nonfiction book about chickens probably wrote the book to share information and facts about chickens with the reader.

Resources

Links and online resources to allow you to support your child's learning.



- [Brainpop](#) - videos about ELA topics, along with quizzes and activities
- [EPIC](#) - expansive digital library for readers of all levels
- [Prodigy](#) - ELA games

At-Home Connections

- Ask your child to identify the author's purpose of writing multiple texts like websites, blogs, newspaper articles, magazines, and books.
- Practice using standard English grammar by having your child write thank you letters for gifts or greeting cards for special occasions.
- After reading a book together, have your child verbally retell the story and identify the beginning, middle, and end of the story.

Challenges to Anticipate

Sometimes children are hesitant to practice reading, particularly when they aren't interested in the content. Encourage your child to explore various genres and authors. Some children enjoy reading nonfiction books rather than fiction. If your child has a special interest, like sharks, seek out books about their favorite topic. Talk to your child about what they've read and have them retell stories to you.

Communicating with Your Child's Teacher

Still feeling stuck? Reach out to your child's teacher to discuss what you can do further your child's learning. Some questions that might guide your discussion:

- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?

Need Technical Help?

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).