

# 2

# Second Grade

## ENGLISH LANGUAGE ARTS

| WHAT I NEED TO LEARN BY THE END OF SECOND GRADE IN READING & WRITING   | HELPFUL HINTS & EXAMPLES  |
|--|---|
| <ul style="list-style-type: none"> <li>☺ I use spelling patterns to read new words.</li> <li>☺ I know how to chunk words.</li> <li>☺ I know how to find a part of a word and use it to read bigger words.</li> <li>☺ I know how to read abbreviations.</li> <li>☺ I know how to make plural nouns.</li> <li>☺ I read fluently, not making many errors. I stop only at commas and periods, and I read with expression.</li> <li>☺ I know antonyms and synonyms.</li> <li>☺ I can figure out meanings of compound words.</li> <li>☺ I know prefixes and suffixes and their meanings.</li> <li>☺ I know words with more than one meaning.</li> <li>☺ I use titles, headings, and tables of contents to find information.</li> <li>☺ I understand the author's purpose.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>cute</u>, <u>soap</u>, <u>light</u>, <u>rain</u>, <u>meat</u>, <u>chew</u>, <u>snow</u>, <u>car</u>, <u>horn</u>, <u>bird</u>, <u>moon</u>, <u>saw</u>, <u>out</u>, <u>boy</u></li> <li><input type="checkbox"/> sup-per, su-per</li> <li><input type="checkbox"/> un-der-st-and<br/>hap-pi-ness</li> <li><input type="checkbox"/> Jan. Wed. Mr.</li> <li><input type="checkbox"/> -s, -es, fly/flies, wife/wives</li> <li><input type="checkbox"/> Have your child read <u>orally</u> every night.</li> <li><input type="checkbox"/> antonym - pretty/ugly<br/>synonym - pretty/beautiful</li> <li><input type="checkbox"/> raincoat - a coat used in the rain</li> <li><input type="checkbox"/> re- (again)                    <u>redo</u><br/>un- (not)                        <u>unhappy</u><br/>-ful (full of)                   <u>careful</u></li> <li><input type="checkbox"/> I <u>watch</u> the sun go down. My <u>watch</u> tells the time.</li> <li><input type="checkbox"/> While reading with your child, point out the titles, headings, and tables of contents.</li> <li><input type="checkbox"/> Authors write stories to entertain, give information, or give directions to follow.</li> </ul> |

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| <ul style="list-style-type: none"> <li>☺ I know how to use the author’s purpose to help understand what I read.</li> <li>☺ I know how to ask clarifying questions about what I read.</li> <li>☺ I know how to retell a story using the main idea and details.</li> <li>☺ I know how to get information from diagrams, charts, and graphs.</li> <li>☺ I can follow written directions.</li> <li>☺ I can think of different endings to stories.</li> <li>☺ I know how to read poems and chants.</li> <li>☺ I can write a topic sentence and add supporting details.</li> <li>☺ I can print clearly.</li> <li>☺ I know what reference materials to use to find information.</li> </ul> | <p>After reading with your child, have them ask five questions about the story (how, what, when, where questions).</p> <p>Have your child retell a movie and point out some details.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Look at different diagrams, charts, and graphs with your child.</li> <li><input type="checkbox"/> A fun activity with your child might be following a recipe, making a meal together, and completing a craft project.</li> <li><input type="checkbox"/> Have your child tell you another ending to a story you just read.</li> <li><input type="checkbox"/> Select a book on poems and take turns with your child reading orally. Have a Poetry Night.</li> <li><input type="checkbox"/> <b>Example:</b> I have a great school. It’s called El Vista. It’s great because it is fun to learn here.</li> <li><input type="checkbox"/> Practice handwriting at home through family notes, letters, making lists.</li> <li><input type="checkbox"/> atlas – maps, places<br/>dictionary - words<br/>thesaurus - synonyms<br/>encyclopedia - information<br/>phone book – business/government/personal</li> </ul> |



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| <ul style="list-style-type: none"><li>☺ I can revise and edit my writing.</li><li>☺ I know the difference between complete and incomplete sentences.</li><li>☺ I can write sentences that make sense.</li><li>☺ I know how to use nouns, verbs, and describing words (Ex. pretty, blue,) correctly.</li><br/><li>☺ I can use commas correctly in the greeting and closure of a letter, with dates, and items in a series.</li><li>☺ I can use quotation marks correctly.</li><li>☺ I know when to use capital letters.</li><br/><li>☺ I spell frequently used words correctly.</li><li>☺ I know basic spelling patterns.</li></ul> | <p style="text-align: center;">Parents can really help with handwriting practice at home by providing lined paper, pencils, and a writing area.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> nouns – person, place, or thing<br/>verb – action<br/>Jose plays soccer.<br/>(noun) (verb)</li><br/><li><input type="checkbox"/> Dear Tom,<br/>October 1, 2006, is my birthday.<br/>I like to use pencils, crayons, and paper.</li><br/><li><input type="checkbox"/> He asked, “How are you?”</li><br/><li><input type="checkbox"/> Proper nouns (New York, Anne, Mrs. Adams)<br/>beginning of sentences, months, days of weeks,<br/>title, and initials.</li><br/><li><input type="checkbox"/> Some examples are: said, what, of, was, here</li><br/><li><input type="checkbox"/> <u>cut</u>, <u>cute</u>, <u>corn</u>, <u>drop</u></li></ul> |