

Reading for Literature	Reading for Informational Text	Foundational Reading Skills	Writing	Speaking and Listening	Language
These standards pertain to students' ability to read and analyze different types of literature, such as poetry, prose, and drama.	These standards pertain to students' ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals.	These standards focus on the development of basic skills such as understanding print and letter sounds that students will need to become proficient readers.	These standards pertain to students' ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks.	These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations.	These standards focus on students' ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking.

Archdiocese of New York Grade 2 English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child's learning. The table below contains all of the Grade 2 English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Grade 2. Each standard has a specific code. For example, RL.2.1 stands for "Reading for Literature Grade 2 Standard 1." You will often see these standards referenced on your child's quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand "Resources" column electronically by clicking on the hyperlinks provided. ***However, we suggest that you also download and print this matrix.*** You will notice that the column all the way to the left is marked "Parent Notes." You can use this column to take notes on your child's progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are six main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Foundational Reading Skills, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. ***Your child's teacher will be able to tell you which standards you should focus on with your child throughout the year.***

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

READING STANDARDS FOR LITERATURE				
Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources

	<p>Reading for Literature Grade 2 Standard 1 (RL.2.1)</p>	<p>Students must be able to ask and respond to <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> questions about major details in stories.</p>	<p>Before reading a story, ask your child...</p> <p>“Why do you think this story is called...?”</p> <p>“I see [this image] on the cover. What do you think that means the story will be about?”</p> <p>During and after reading a story, ask your child “Wh-“ questions (questions that begin with “who,” “what,” “when,” “where,” and “why”)...</p> <p>“Who is this story about?”</p> <p>“Why did [this event] happen to [this character] in the story?”</p> <p>“Your turn! Can you ask me a question about the story we just read?”</p> <p>After you child reads a story independently, ask <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> questions about the details of the texts.</p>	<p>https://learnzillion.com/lessons/2069-understand-a-poem-s-meaning-by-envisioning</p> <p>Read the poem with your child and/or have him/her read the poem aloud to you. Then watch the video.</p>
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	<p>Reading for Literature Grade 2 Standard 2 (RL.2.2)</p>	<p>Students must be able to retell stories, fables, and folktales they have heard or read in their own words – including key details and identification of the main idea, lesson, or moral.</p>	<p>Ask your child...</p> <p>“What was this story about?”</p> <p>“What happened at the beginning of this story? Then what happened? How did the story end?”</p> <p>“What did you learn from this story?”</p> <p>“What do you think the author is trying to teach the readers?”</p>	<p>https://learnzillion.com/lessons/4798-comprehension-skills-video-the-rooster-the-mouse-and-the-little-red-hen-day-5</p> <p>Read the story with your child and/or watch the "Read Aloud Video." Then watch the video and help your child to recall key details to determine the central lesson of the story.</p>
	<p>Reading for Literature Grade 2 Standard 3 (RL.2.3)</p>	<p>Students must be able to recount characters’ reactions to the major events of the story.</p>	<p>Ask your child...</p> <p>“What happened to [this character] in the story? How did he/she feel when that happened? What did he/she say, do, etc? ”</p>	<p>https://learnzillion.com/lessons/4797-comprehension-skills-video-the-rooster-the-mouse-and-the-little-red-hen-day-4</p> <p>Read the story with your child and/or watch the "Read Aloud Video." Then watch the video and help your child to describe how the characters change.</p>
				<ul style="list-style-type: none"> • http://www.readingrocket.com/article/using-poetry-teach-reading <p>Try using these tips and/or activities at home to increase</p>

Reading for Literature
Grade 2 Standard 4
(RL.2.4)

Students must be able to recognize and explain how words and phrases can create rhythm and meaning in a text through...

- regular beats (e.g. “*Row, row, row your boat*”)
- alliteration – repeated use of the same beginning sound (e.g. “*Alex’s alligators always eat apples*”).
- rhymes – same ending sound (e.g. “*The fat cat sat on the mat*”).
- repeated lines – repeated use of the same phrase in a poem (e.g. same short phrase is repeated every other line in a poem).

Read poetry with your child. Talk about the different elements that create rhythm and meaning before reading and challenge your child to find examples in the poems you read.

your child’s familiarity with poetry.

- <http://www.k12reader.com/worksheet/alliteration-adventure/view/>

Print this worksheet to help your child practice using alliteration. Try it with different letters.
- <https://www.youtube.com/watch?v=aP3UHE0duCU>

<https://www.youtube.com/watch?v=iOu-QkmInKc>

Watch these videos with your child to hear examples of how rhymes can create rhythm.
- <https://learnzillion.com/lessons/2167-describe-how-repeated-words-and-phrases->

				<p>supply-meaning-in-a-story</p> <p>Watch this video lesson about repeated words and phrases with your child.</p>
	<p>Reading for Literature Grade 2 Standard 5 (RL.2.5)</p>	<p>Students must be able to explain the structure of a story and recognize the role of each part – beginning introduces the story, characters, etc, and the ending wraps up the action.</p>	<p>Ask your child...</p> <p>“What happened in chapter 2?”</p> <p>“Why was the first chapter important?”</p> <p>“Where is the fourth stanza?”</p> <p>“How did the final chapter conclude the action? What happened to give you clues that the story was ending?”</p>	<p>https://learnzillion.com/lessons/2014-identify-and-describe-how-an-author-foreshadows-certain-events</p> <p>Watch this video with your child to further his/her understanding of a story’s structure.</p>
	<p>Reading for Literature Grade 2 Standard 6 (RL.2.6)</p>	<p>Students must be able to recognize the point of view and the narrator of a story at various points. When reading aloud, they should use different voices for each character to demonstrate this understanding.</p>	<p>During and/or after reading with your child, ask him/her...</p> <p>“Who is telling this story? How do you know?”</p> <p>“Does he/she tell the entire story?”</p> <p>When reading aloud to your child, use different voices for each character.</p>	<p>https://learnzillion.com/lessons/4795-comprehension-skills-video-the-rooster-the-mouse-and-the-little-red-hen-day-2</p> <p>Use this video lesson to help your child better understand the idea of point of view.</p>

	<p>Reading for Literature Grade 2 Standard 7 (RL.2.7)</p>	<p>Students must be able to draw information from the words and images in a story to describe its characters, settings, and events.</p>	<p>Ask your child...</p> <p>“What do you think is happening in this picture?”</p> <p>“Look at [this character]. What do you think he/she is doing/thinking/feeling? What in this illustration makes you think that?”</p> <p>Prior to reading a story with your child, conduct a “Picture Walk.” Look through the illustrations without reading any of the words and make predictions about what the story might be about. Then read the story and refer back to your predictions as you read.</p>	<p>https://learnzillion.com/lessons/2092-use-information-from-illustrations-to-understand-characters</p> <p>Watch this video with your child to learn more about drawing information from a story’s illustrations.</p>
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	<p>Reading for Literature Grade 2 Standard 9 (RL.2.9)</p>	<p>Students must be able to tell what is different and the same about at least two versions of the same story (written by different authors or from different cultures).</p>	<p>Help your child to find topics, authors, genres, etc that he/she really enjoys reading. Visit your local library and/or search online to find different versions of the same stories.</p> <p>“How is [the main character in the first book] like [the main character from the other story]? How are they different?”</p> <p>“What is the same in both stories? What is different?”</p>	<p>http://www.fcrr.org/FAIR_Search_Tool/PDFs/2-3C_010.pdf</p> <p>Choose two or more versions of the same story to read with your child. Then print these graphic organizers and use them to help your child compare and contrast.</p>
	<p>Reading for Literature Grade 2 Standard 10 (RL.2.10)</p>	<p>Students must be able to read second-third grade level texts and poetry (with adult support as necessary for the higher levels of complexity).</p>	<p>Read with your child often.</p> <p>Visit your local library and/or bookstore and choose first grade level texts for your child to read. Encourage him/her to try reading independently and/or read aloud to you.</p>	<p>http://www.readingrockets.org/article/hooking-struggling-readers-using-books-they-can-and-want-read</p> <p>Read this article for tips on how to engage students in reading.</p> <p>http://www.readwritethink.org/files/resources/printouts/Reading_Star.pdf</p> <p>Use this chart to help your child track his/her reading.</p>

	<p>Reading for Literature Grade 2 Standard 11 (RL.2.11)</p>	<p>Students must be able to recognize and identify similarities between themselves, their lives, and the stories they read.</p>	<p>Ask your child...</p> <p>“What do you already know about [this story element (place, holiday, food, etc)]?”</p> <p>“Do you notice any similarities between this story and your life, school, family, etc?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/read-world-around-30299.html</p> <p>Use these tips to help your child make connections between their reading and their own lives.</p>
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READING STANDARDS FOR INFORMATIONAL TEXT

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	<p>Reading for Informational Text Grade 2 Standard 1 (RI.2.1)</p>	<p>Students must be able to ask and respond to <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> questions about major details in texts or articles.</p>	<p>Before reading, ask your child...</p> <p>“Tell me about what you see on the front cover. What do you think that means we could learn from this book?”</p> <p>“What do you already know about...?”</p> <p>“In this text, who...?”</p> <p>“Why did...?”</p> <p>While you are reading, pause to ask questions, clarify points, and remind your child of facts.</p> <p>After reading, prompt your child to ask his/her own questions about the text...</p> <p>“We learned a lot about... What are you still wondering?”</p>	<p>https://learnzillion.com/lessons/4447-ask-and-answer-a-question-using-key-details-from-a-text</p> <p>Watch this video to review using details from a text to ask and answer questions with your child.</p>

	<p>Reading for Informational Text Grade 2 Standard 2 (RI.2.2)</p>	<p>Students must be able to restate the main topic of both...</p> <ul style="list-style-type: none">• a multiparagraph article or text and• the individual paragraphs within the text.	<p>Read with your child. After at least one reading, reread the same book and help him/her to identify the main topic and details.</p> <p>During reading, ask your child to retell the main focus of individual paragraphs. Ask him/her...</p> <p>“What is the main topic of this page?”</p> <p>“What did you learn from this paragraph?”</p> <p>Following the reading, ask your child to retell the main topic and key points. Ask him/her...</p> <p>“What is this book about?”</p> <p>“What did you learn about...?”</p>	<p>https://learnzillion.com/lessons/1898-identify-the-main-topic-of-a-text</p> <p>Watch this video lesson with your child to help him/her review how to identify the main topic of a text.</p>
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	<p>Reading for Informational Text Grade 2 Standard 3 (RI.2.3)</p>	<p>Students must be able to identify and explain similarities between historical events, scientific ideas, or steps in a technical procedure.</p>	<p>After reading with your child, use writing, drawing, and/or dramatic play to explain a connection between two people, events, or pieces of information.</p> <p>Ask your child...</p> <p>“What is similar about these two [people, events, etc]?”</p>	<p>https://learnzillion.com/lessons/4813-comprehension-skill-video-the-declaration-of-independence-and-the-first-fourth-of-july-day-5</p> <p>Read this text with your child. Then watch this video with him/her to assist him/her in finding connections between historical events.</p>
	<p>Reading for Informational Text Grade 2 Standard 4 (RI.2.4)</p>	<p>Students must be able to decipher the meaning of unfamiliar second grade level words and/or phrases.</p>	<p>As you read with your child, stop when you encounter words unfamiliar to him/her to explain the meaning, clarify, and/or give examples.</p> <p>Ask your child...</p> <p>“What do you think [this word] means?”</p> <p>“Have you ever heard [this word] before?”</p> <p>“What clues are on this page [in images, surrounding sentences, etc] that can help you figure out the meaning?”</p> <p>Create a “Word Wall” in your home by posting lists of words you and your child have learned together.</p>	<p>https://learnzillion.com/lessons/4448-determine-the-meaning-of-new-vocabulary-words</p> <p>Use this video lesson to help your child be better able to figure out the meanings of unfamiliar words in a text.</p>

	<p>Reading for Informational Text Grade 2 Standard 5 (RI.2.5)</p>	<p>Students must be able to recognize and use key text features (e.g. headings, tables of contents, index) to efficiently find information in an informational text.</p>	<p>Read informational texts with your child and explicitly point out the key text features before, during, and after reading. Ask him/her...</p> <p>“I see this <i>heading</i> says... What do you think we will learn from this section?”</p> <p>“What would you really like to learn about? Where can we look to easily find the page with that information?”</p>	<p>http://www.k12reader.com/worksheet/20-nonfiction-text-features-posters/view/</p> <p>Print this packet and keep it somewhere accessible in your home and/or refer to it online to assist your child in identifying key text features. Review them prior to reading an informational text and then try to find example in your reading with your child.</p>
	<p>Reading for Informational Text Grade 2 Standard 6 (RI.2.6)</p>	<p>Students must be able to determine and point out the purpose of an informational text. They should be able to identify the question that an author is trying to answer or the concept he/she wants to explain.</p>	<p>Ask your child...</p> <p>“What did you learn from reading this text?”</p> <p>“Why do you think the author wrote this? What did he/she want you to learn?”</p>	<p>https://learnzillion.com/lessons/4812-comprehension-skill-video-the-declaration-of-independence-and-the-first-fourth-of-july-day-4</p> <p>Use this video lesson to help your child better understand how to determine an author’s purpose.</p>

	<p>Reading for Informational Text Grade 2 Standard 7 (RI.2.7)</p>	<p>Student must be able to draw information from specific images in a text to further explain the ideas and explain how they contribute.</p>	<p>Ask your child...</p> <p>“Can you describe the illustration on this page, front cover, etc?”</p> <p>“What is happening in this image?”</p> <p>“How did this [diagram, image, etc] help you understand...?”</p>	<p>https://learnzillion.com/lessons/4450-comprehend-text-by-using-a-diagram</p> <p>Watch this video lesson with your child to help him/her use information from a diagram to understand a text.</p>
	<p>Reading for Informational Text Grade 2 Standard 8 (RI.2.8)</p>	<p>Students must be able to identify the reasons that support an argument in a text and explain how specific ones do so (e.g. “This fact shows that...”).</p>	<p>During and after reading with your child, discuss the text – what you learned, liked, etc – and ask your child questions that prompt him/her to refer to reasons provided by the author...</p> <p>“How do you know that?”</p> <p>“What did the author say that told us that?”</p> <p>“Why does the author think that?”</p> <p>“Can you show me where in the text you remember seeing/hearing that?”</p> <p>“How does this [paragraph, image, fact, etc] help prove the author’s point?”</p>	<p>https://learnzillion.com/lessons/4810-comprehension-skill-video-the-declaration-of-independence-and-the-first-fourth-of-july-day-2</p> <p>Read the text. Then watch the video with your child to help him/her better understand how to describe the reasons an author gives to support a point.</p>

	<p>Reading for Informational Text Grade 2 Standard 9 (RI.2.9)</p>	<p>Students must be able to tell what is different and the same about the main points in two different texts focused on the same topic.</p>	<p>Read two texts on the same topic with your child. Ask him/her...</p> <p>“What are both of these books about?”</p> <p>“Are both of the books arguing the same points?”</p> <p>“What are the main points of [this text]? What does [the second author] say?”</p> <p>“What was the same in both? What was different?”</p>	<p>https://www.mheonline.com/ccsehandbook/grade2/pdf/ccslh_g2_ri_2_3c_link2.pdf</p> <p>Print the practice sheet and assist your child in completing the activity as necessary.</p>
	<p>Reading for Informational Text Grade 2 Standard 10</p>	<p>Students must be able to read and understand second-third grade level informational texts in</p>	<p>Set aside time for reading each day. Have your child read aloud to you and/or allow him/her to read independently while you sit nearby and read your book.</p> <p>Visit your local library with your child and encourage him/her to choose informational books he/she is excited to</p>	<p>http://www.k12reader.com/worksheet/3-d-its-not-just-for-movies/</p> <p>http://www.k12reader.com/worksheet/first-american-woman-in-space-sally-ride/</p> <p>Print the readings and activity sheets. Then have your child read them independently and try answering the questions to check for understanding.</p>

Text Grade 2 Standard 10
(RI.2.10)

various subject areas (with adult support as necessary for the higher levels of complexity).

BOOKS HE/SHE IS EXCITED TO read.

READING STANDARDS: FOUNDATIONAL SKILLS

Parent Notes

Standard Code

What does this standard mean?

What can I do at home?

Resources

- https://www.mheonline.com/ccssehandbook/grade2/ccslh_g2_sound_cards1.html

Read with your child, and have your child read aloud to you. Point out common patterns amongst words and their spellings. Show

This set of online flashcards allows students to hear the vowel sounds and read examples of words with long and short vowels.

Foundational Reading
Skills Grade 2 Standard 3
(RF.2.1)

Students must be able to...

- tell if a vowel in a one-syllable word is long or short.
- spell common vowel pairs (e.g. *sail, beat, soul, coat, pie, bee, doe*).
- spell two-syllable words with long vowels (e.g. *broken, table*).
- read words with prefixes (e.g. *dis-, un-, mis-*) and suffixes (e.g. *-er, -ness, -ful*).
- read words with common inconsistent spellings (e.g. *tough, bought, good, shampoo*).
- read irregular second grade level sight words.

your child how to cover up parts of words to break them down and sound them out. Ask your child...

“What sound does [this letter or letter pair] make...?”

“How many syllables does this word have?”

“If you cover up the ending (e.g. *-ing, -ed*), what does the word say?”

“Do you see any words that have a prefix/ suffix in this sentence?”

“What does that prefix/ suffix mean?”

Create a “Word Wall” in your home by posting lists of words – especially irregularly spelled words.

Write your child’s sight words on individual index cards and put them all on a binder ring. Flip through the ring with your child in the car or before bedtime and have him/her practice reading each one to you.

- <http://www.starfall.com/n/skills/two-vowel/load.htm?f>

Watch this video with your child to increase his/her familiarity with common vowel pairs. Then assist him/her as necessary in playing the game that follows.

- https://www.mheonline.com/ccssehandbook/grade2/ccslh_g2_edecodables2.html

Choose stories from the list to read online with your child.

- <https://www.youtube.com/watch?v=l-UttUp6wCc>

Watch this video with your child. Then try to think of additional examples of words he/she knows with affixes.

- http://www.fcrr.org/studentactivities/F_008c.pdf

Print the cards. Then play this game with your child.

- <http://www.readingrocket.com/article/basic-spelling-vocabulary-list>

Use this list as a reference to help your child learn to spell the words he/she should know.

	<p>Foundational Reading Skills Grade 2 Standard 4 (RF.2.4)</p>	<p>Students must be able to...</p> <ul style="list-style-type: none"> • read second grade level books for meaning. • read second grade level books out loud fluently and with expression (as if speaking naturally). • use context clues and reread to understand a text. 	<p>Help your child to choose second grade level books in which he/she is interested from your local library. Sit with him/her while he/she reads and rereads aloud to you. Have him/her reread the same books often so that you can both see the improvements in fluency and accuracy.</p> <p>After reading, ask your child...</p> <p>“What was this text about?”</p> <p>“What was the purpose of this text?”</p> <p>Read to your child from texts at reading levels higher than his/her own so that he/she can hear you reading with accuracy, good speed, clarity, and expression.</p> <p>Help your child look for clues to help him/her understand new words. Do not just tell him/her what the word means. Discover the meaning together.</p>	<ul style="list-style-type: none"> • http://www.readingrockets.org/article/finding-right-book-your-child <p>Use the tips in this article to help your child select books that are right for him/her.</p> <ul style="list-style-type: none"> • http://www.gigglepoetry.com/poetrytheater.aspx <p>Help your child choose poems to read aloud and/or perform.</p> <ul style="list-style-type: none"> • http://www.k12reader.com/worksheet/word-detective-the-ugly-duckling/view/ <p>Print the activity sheet for your child to practice reading for understanding</p>
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WRITING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
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	<p>Writing Grade 2 Standard 1 (W.2.1)</p>	<p>Students must be able to write opinion pieces that include:</p> <ul style="list-style-type: none"> • the name of the book or topic he/she is writing about • his/her opinion • reasons for the opinion with linking words (e.g. <i>because, also</i>) • conclusion statement 	<p>During and after reading with your child, prompt him/her to verbally share opinions <i>with a reason</i> about the text. Ask your child...</p> <p>“What did you think of this book? Why do you think that?”</p> <p>“What is your favorite part? Why do you like that part?”</p> <p>Encourage your child to write opinion pieces about books you read together or other ideas you discuss at home. Before your child writes his/her opinion piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her introduction, reasons, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p> <p>Write an opinion piece on the same topic or a different topic.</p>	<p>http://www.k12reader.com/worksheet/my-favorite-book-writing-prompt/</p> <p>http://www.readwritethink.org/files/resources/lesson_images/lesson976/template.pdf</p> <p>http://achievethecore.org/page/503/common-core-argument-opinion-writing-list-pg</p> <p>Print one or all of the activity sheets. Talk with your child about the prompt. Encourage him/her to write an opinion piece with all of the necessary elements.</p>
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	<p>Writing Grade 2 Standard 2 (W.2.2)</p>	<p>Students must be able to write informative pieces that include:</p> <ul style="list-style-type: none"> • the name of the topic they are writing about • definitions and facts about the topic • conclusion statement 	<p>During and after reading with your child, prompt him/her to verbally share information <i>with facts</i> about the text. Ask your child...</p> <p>“What did you learn from this book? Can you show me the page, image, etc where you learned that?”</p> <p>Encourage your child to write informative pieces about books you read together or other ideas you discuss at home. Before your child writes his/her informative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her topic, facts and definitions, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p> <p>Write an informative piece on the same topic or a different topic.</p>	<ul style="list-style-type: none"> • https://learnzillion.com/lessons/2279-plan-an-explanatory-paragraph-using-a-graphic-organizer <p>Use this video lesson to help your child plan an informative writing piece.</p> <ul style="list-style-type: none"> • https://learnzillion.com/lessons/2247-add-descriptive-details <p>Watch this video with your child to help him/her to add details to a writing piece.</p> <ul style="list-style-type: none"> • https://learnzillion.com/lessons/2302-revise-a-concluding-statement-to-include-a-summary-of-facts-and-details <p>Watch this video with your child to help him/her learn to write conclusions.</p>
				<p>http://www.pbs.org/parents/arthur/activities/acts/diary.html</p>

Writing Grade 2 Standard 3
(W.2.3)

Students must be able to write narrative pieces that include:

- events described in an appropriate order
- details describing the actions, thoughts, and feelings of the events
- temporal words (e.g. *first*, *then*, *finally*) to order the events
- some conclusion

During and after reading with your child, prompt him/her to verbally share recounts *with sequenced events* about a story or experience. Ask your child...

“What happened first? Then? And what happened in the end?”

Encourage your child to write narrative pieces about books you read together or other events you experience at home. Before your child writes his/her narrative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her event/sequence of events in order, details and thoughts, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these

Help your child to complete this writing activity.

- <https://learnzillion.com/lessons/2230-plan-a-sequence-of-events-for-a-narrative-story-using-setting-and-character-details>

Read the text with your child. Then watch this video to help him/her plan a sequence of events.

- <https://learnzillion.com/lessons/2286-add-details-to-a-narrative-story-by-including-characters-thoughts-feelings-and-actions>

Use this video lesson to help your child add details to narrative writing.

- <https://learnzillion.com/lessons/2236-use-temporal-words-to-signal-the-order-of-events-in-a-narrative-story>

			<p>components.</p> <p>Write a narrative piece on the same topic or a different topic.</p>	<p>Watch this video with your child to help him/her understand how to use temporal words.</p> <ul style="list-style-type: none"> • https://learnzillion.com/lessons/2265-write-a-strong-conclusion-to-a-narrative-story <p>Watch this video to review with your child how to write a strong conclusion to a narrative.</p>
	<p>Writing Grade 2 Standard 5 (W.2.5)</p>	<p>With prompting and guidance from an adult and/or peers, students must be able to write a piece focused on a topic and then add to and revise their writing by adding details and revising.</p>	<p>When your child writes or draws anything, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more detail.</p> <p>“Can you tell me more about...?”</p>	<p>https://learnzillion.com/lessons/2175-revise-a-draft-using-your-planning-sheet-as-a-guide</p> <p>Watch this video with your child to help him/her learn to revise drafts.</p>
	<p>Writing Grade 2 Standard 6 (W.2.6)</p>	<p>With prompting and guidance from an adult, students must be able to work with peers and use technology to write and create their own texts electronically.</p>	<p>Help your child use a computer, iPad, etc to write and illustrate stories and texts digitally.</p>	<p>http://pbskids.org/writerscontest/create-stories</p> <p>Help your child use the various writing and drawing tools to create digital texts.</p>

	Writing Grade 2 Standard 7 (W.2.7)	Students must be able to work with others to do simple research and write about the information they learn.	<p>Visit the local library or use a computer at home to assist your child in simple research about a topic in which he/she is interested. Allow him/her to choose a favorite topic or author to investigate to find other books he/she might enjoy.</p> <p>Encourage your child to write about what he/she learned (e.g. read a number of narrative stories by a favorite author and help your child to write his/her own recount of a similar experience).</p>	<p>http://www.k12reader.com/worksheet/an-interesting-animal-writing-prompt/view/</p> <p>Print this activity sheet. Then help your child to choose an animal with which he/she is not completely familiar and conduct some simple research to respond to the prompts.</p>
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	<p>Writing Grade 2 Standard 8 (W.2.8)</p>	<p>Students must be able to use information from their own experiences and/or information learned from books/other sources to answer questions.</p>	<p>Read with your child and help him/her to recall information about events in his/her own life to connect to the text. Ask your child...</p> <p>“Can you think of a time when [this] happened to you like the character in the story? How did you feel? How do you think the character feels?”</p> <p>When your child demonstrates curiosity about a topic (e.g. the size elephants at the zoo or insects found in the backyard), help him/her find books related to the topic that can answer his/her questions. Encourage him/her to write and/or draw about what he/she learned.</p>	<p>https://learnzillion.com/lessons/4442-create-a-graphic-organizer</p> <p>Use this video to help your child organize information from their sources in order to answer a question.</p>
	<p>Writing Grade 2 Standard 11 (W.2.11)</p>	<p>Students must be able to communicate their personal reactions to or feelings about an author or topic they have read about.</p>	<p>Read a few books by the same author or on the same topic with your child. Then help him/her to use pencils, a computer, markers, paint, etc to write and/or draw a response to the reading. Give your child an opportunity to present his/her creation to your family, neighbors, etc.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/story-a-30564.html</p> <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/comic-creator-a-30237.html</p> <p>http://www.readwritethink.org/files/resources/lesson_images/lesson976/template.pdf</p> <p>Help your child use this creative tools and ideas to respond to a text, author, and/or topic he/she has read.</p>

SPEAKING AND LISTENING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	<p>Speaking and Listening Grade 2 Standard 1 (SL.2.1)</p>	<p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics. Specifically, they should be able to...</p> <ul style="list-style-type: none"> • follow appropriate conversational norms –waiting for a turn to speak, appropriately taking a turn, staying on topic etc. • continuing a conversation by linking comments to others’ remarks. • ask questions to seek help or clarification about 	<ul style="list-style-type: none"> • Talk with your child in back-and-forth conversations. Model how to listen respectfully – looking at the speaker and not interrupting – and how to stay focused on the topic of conversation. Encourage your child to do the same. • Build off the comments of your child to continue the conversation. Model the use of sentence starters such as... “I agree with...” “I also think that is a good idea, because...” • When speaking with your child, ask for clarification when necessary and encourage him/her to do the same. Ask... “Can you explain what you mean by that?” “Do you understand what I am talking about?” • Model respectful 	<ul style="list-style-type: none"> • http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler <p>Use this list of tips to help guide your child in adhering to conversational norms.</p> <ul style="list-style-type: none"> • http://www.lauracandler.com/strategies/CL/teamtalk.pdf <p>Print and cut out these prompt cards. Use them to guide your child in conversations and help him/her to practice asking questions and linking comments.</p> <ul style="list-style-type: none"> • http://www.readingrocket.org/article/using-collaborative-strategic-reading <p>Use the strategies in this article (particularly “Click and Clunk” and “Wrap-Up”) to help your child read for meaning and ask</p>

		<p>the topic of discussion.</p> <ul style="list-style-type: none"> respectfully try to communicate with people from different cultural backgrounds. 	<p>communication when you and your child encounter individuals from different cultural backgrounds. Encourage interest by reading your child books about different cultures and asking questions such as...</p> <p>“I wonder how schools in China are similar to you school. What are you wondering about this different country? Let’s try to find a book to help us learn about that.”</p>	<p>questions of a text.</p> <ul style="list-style-type: none"> http://www.childrenslibrary.org/icdl/SimpleSearchCategory?ids=85&langid=11&pnum=1&cnum=1&text=&lang=English&ilang=English <p>Choose from a wide selection of online picture books about a variety of cultures. Read with your child to prompt respectful curiosity and understanding about life in other parts of the world.</p>
	<p>Speaking and Listening Grade 2 Standard 2 (SL.2.2)</p>	<p>While and after listening to information presented orally, students must be able to recount key details to demonstrate their understanding.</p>	<p>During and after reading with your child, ask him/her questions to check for understanding. Ask...</p> <p>“Why did [this character] do [this action]?”</p> <p>“How do you think [this character] is feeling now?”</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/creating-family-timelines-30287.html?main-tab=2#tabs</p> <p>Assist your child in asking questions and recounting details as he/she interviews family members.</p>

	<p>Speaking and Listening Grade 2 Standard 3 (SL.2.3)</p>	<p>While and after listening to information present orally, students must be able to ask and answer questions in order to seek help, additional information, or clarification.</p>	<p>Encourage your child to ask his/her own questions during and after reading or talking. Ask him/her...</p> <p>“Do you have any questions for me?”</p> <p>“Is there anything we read that you think is confusing?”</p> <p>Model this behavior by asking your child for clarification during conversations. Ask him/her...</p> <p>“What do you mean by that?”</p>	<p>http://www.storylineonline.net/a-to-z-book-directory/?sort=titleb</p> <p>Help your child choose a story from the selection and listen to the read aloud with him/her. Following the reading, ask your child to verbally identify the main idea and key details. Follow the link under the video to the “Activity Guide” to explore the text further with your child.</p>
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	<p>Speaking and Listening Grade 2 Standard 4 (SL.2.4)</p>	<p>Students must be able to speak loudly and clearly to tell coherent stories with relevant details.</p>	<p>Prompt your child to tell stories about his/her experiences and prompt him/her to add details and speak up as necessary. Ask your child...</p> <p>“What did you do during recess today?”</p> <p>“Can you tell me about your field trip to the museum?”</p> <p>“Will you please tell me a bit more about that?”</p> <p>Use the “Wh-“ question words to encourage him/her to add details.</p>	<p>http://pbskids.org/martha/stories/puptalk/</p> <p>Help your child to create and record coherent stories. Encourage him/her to refer to specific images on the screen to include many details. As necessary, prompt him/her to speak clearly and loudly.</p>
	<p>Speaking and Listening Grade 2 Standard 5 (SL.2.5)</p>	<p>Students must be able to create audio recordings of stories or poems and illustrate points they are speaking or writing about to add details and clarification.</p>	<p>Use digital media tools (iPad, computer, etc) to record your child reading or telling a story. Listen to the recording together and talk about clarity, speed, etc.</p> <p>Supply your child with art supplies so that he/she can illustrate the subject he/she is writing or talking about. Ask your child...</p> <p>“Can you show me what that looked like?”</p>	<p>http://pbskids.org/martha/stories/puptalk/</p> <p>Help your child to create and record a story with specific details.</p> <p>http://www.scholastic.com/teachers/story-starters/</p> <p>Help your child respond to a given prompt by verbally telling his/her story aloud. If possible, use a phone, iPad, or other device to record your child’s speaking.</p>

	Speaking and Listening Grade 2 Standard 6 (SL.2.6)	When appropriate to the situation and/or purpose of an assignment students must be able to speak and write in complete sentences. (See grade 2 Language standards 1 and 3 for specific expectations.)	When speaking with your child, use complete sentences to model that for him/her. As necessary, prompt him/her to use complete sentences by providing sentence starters... “My favorite part was...” “My friends and I went...”	http://www.k12reader.com/worksheet/word-lists-write-a-sentence/ Print the worksheet. Then assist your child as necessary in forming complete sentences.
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LANGUAGE STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
				<ul style="list-style-type: none"> https://www.youtube.com/watch?v=Pe6gD7cDM4Y <p>Watch this video with your child to introduce him/her to additional examples of collective nouns.</p> <p>http://www.k12reader.com/worksheet/find-the-collective-noun/</p> <p>Print this worksheet. Then help your child complete the practice activity.</p>

Language Skills Grade 2
Standard 1
(L.2.1)

Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to...

- use collective (referring to a group) nouns (e.g. *school, flock, bunch*).
- use common irregular plural nouns (e.g. *deer, women*).
- use reflexive (subject of the sentence is doing action to itself) pronouns (e.g. *yourself, itself*).
- use common irregular past tense verbs (e.g. *went, sang*).
- appropriately use and choose between adjectives (to describe nouns) and adverbs (to describe verbs).
- combine and rearrange sentences in other ways that

Read with your child. Explicitly point out examples of collective (referring to a group) and common irregular plural (e.g. *men, mice*) nouns, reflexive pronouns (e.g. *herself*), common irregular past tense verbs (e.g. *ran, did*), adjectives (e.g. *funny, yellow*), and adverbs (e.g. *quickly, carefully*).

Ask your child...

“We know the narrator is explaining an event that happened in the past. Can you find the past tense verbs on the page that talk about the actions? Do they all end with ‘-ed?’”

“What adjectives did the author use to describe...?”

Speak with your child in more complex sentences to model this behavior (e.g. “Please sit down and push in your chair.”).

- <https://www.youtube.com/watch?v=5f90fwtXsgw>

Watch this video with your child to introduce him/her to additional examples of irregular plural nouns.

<http://www.k12reader.com/worksheet/irregular-plural-nouns/>

Print this worksheet. Then help your child complete the practice activity.

- <http://www.k12reader.com/worksheet/reflexive-pronouns/view/>

Print the worksheet. As necessary, help your child to read the sentences and identify the reflexive pronouns.

- <http://www.k12reader.com/worksheet/verb-tense-stories/view/>

Print the practice sheet and help your child write the past tense verbs to complete the story.

still make sense.

- <http://www.k12reader.com/worksheet/adjective-or-adverb/view/>

Print the activity sheet. As necessary, help your child choose between adjectives and adverbs.

- <http://www.k12reader.com/worksheet/creating-compound-sentences/>

Print the worksheet. Help your child to expand the sentences.

Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they

- Refer to familiar holidays, places, and product names (e.g. road signs, packaging on snacks, holidays listed on calendar) and explicitly point out the use of the uppercase letter.
- Practice writing letters with your child (e.g. help him/her write and mail letters to relatives and/or friends, set

- <http://www.k12reader.com/worksheet/proper-names-and-capital-letters-people-and-places/view/>

Print the practice sheet. Then help your child complete the activity and brainstorm additional examples.

- <http://www.pbs.org/>

Language Skills Grade 2
Standard 2
(L.2.2)

should be able to...

- use uppercase letters for writing names of holidays, products, and geographic places.
- use commas in greetings (e.g. “*Dear Grandma,*”) and closings (e.g. “*Sincerely,*”) of letters.
- use apostrophes when writing contractions (e.g. *don’t, can’t*) and common possessives (e.g. *the cat’s bowl, the teacher’s desk*).
- use their knowledge of spelling rules to accurately generalize patterns (e.g. ‘*r*’ generally changes the sound of the vowel before it – ‘*cat*’ / ‘*car*;’ ‘*hen*’ / ‘*her*’).
- use available resources (e.g. children’s dictionaries) to spell unfamiliar words.

- up an imaginary post office in your home and write to each other). Model the correct use of commas in your letters and remind your child to include them in his/her own.
- When reading with your child point out apostrophes. Encourage your child to begin to use apostrophes where appropriate in his/her writing.
- Remind your child of spelling patterns he/she knows. Help him/her to use familiar words to write similarly sounding words (e.g. “*What word has the same ending sound as...? What letters make that sound?*”).
- Provide your child with a children’s dictionary. When he/she is writing and needs to check the spelling of a word, assist him/her in looking it up. Avoid telling your

parents/arrnur/
activities/acts/
mailing_postcards.h
tml

Try this activity with your child.

- <http://www.k12reader.com/worksheet/apostrophes-in-contractions/>

<http://www.teachertube.com/video/possessive-nouns-339496>

Watch the video with your child and help him/her complete the worksheet to review and practice using apostrophes.

- https://www.mheonline.com/ccssehandbook/grade2/ccslh_g2_lg_6_li_12.html

This site provides an overview of common spelling patterns your child should know.

- <http://fun.familyeducation.com/imaginative>

			<p>child the spelling. Encourage him/her to try to spell it phonetically and then check a reference material to confirm.</p>	<p>https://www.imaginativeplay.com/imaginative-play/activities/51149.html</p> <p>Practice using a children’s dictionary with this activity.</p>
	<p>Language Skills Grade 2 Standard 3 (L.2.3)</p>	<p>Students must be able to recognize the differences between formal (e.g. “<i>Dear Mr. Smith</i>”) and informal (e.g. “<i>Hey guys!</i>”) language and know when each should be used.</p>	<p>When reading with your child, intentionally point out the use of formal and/or informal language. Ask your child...</p> <p>“Who do you think the speaker is talking to when he/she says...? Why?”</p> <p>“Would you speak like that to your teacher? Why? Do you talk like that with your friends?”</p>	<p>https://learnzillion.com/lessons/2192-revise-an-informative-paragraph-by-removing-informal-words-and-adding-in-formal-words</p> <p>Watch this video with your child to help teach him/her the differences between informal and formal language in writing.</p>
		<p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using a variety of strategies from second grade level content.</p>	<ul style="list-style-type: none"> • Help your child look for clues to help him/her understand new words. Do not just tell him/her what the word means. Discover the meaning together. Reread the sentence and/or paragraph to find clues about a word’s meaning. • Intentionally use the word “prefix” when reading with your child. Ask your child: 	<ul style="list-style-type: none"> • https://learnzillion.com/lessons/4794-comprehension-skills-video-the-rooster-the-mouse-and-the-little-red-hen-day-1 <p>Watch this video with your child to help him/her better understand how to use context clues to decipher the meaning of an unfamiliar word.</p> <ul style="list-style-type: none"> • https://www.youtube.com/

Language Skills Grade 2
Standard 4
(L.2.4)

Specifically, they should be able to...

- use clues from the same sentence or surrounding sentences to figure out the meaning of an unfamiliar word or phrase.
- figure out the meaning of the new word when a familiar prefix is added to a familiar word (e.g. *pre-* + *view* = *preview*).
- use familiar base words to determine the meanings of unfamiliar words with the same root (e.g. *hope/hopeful*)
- figure out the meaning of compound words based on the meanings of the two individual words (e.g. *homework*, *newspaper*)
- use available resources (e.g. children's dictionaries – both print and online) to determine the meaning unfamiliar

“Do you see any words that have a prefix in this sentence?”

“What does that prefix/suffix mean?”

“If we were to add the prefix (*un-*, *pre-*, etc) to that word, how would that change the meaning of the word?”

- Ask your child...

“Look at that word carefully. Do you see any smaller words within it that you do know? What does that word mean? Now you know the meaning of the longer word probably has something to do with...”

Listen while I reread the sentence and remember that root word to try to figure out the meaning of this longer word.”

- Give your child a section of the newspaper, a magazine, etc and challenge him/her to find as many compound words as possible. Help your child to divide the words and use the familiar words to determine the meaning of the compound word.
- Provide your child

watch?
v=7pyjhfI6IMk

Watch this video with your child to review the meaning of common prefixes.

- <http://www.thecurriculumcorner.com/wp-content/pdf/prefix/suffixaddition.pdf>

<http://www.thecurriculumcorner.com/wp-content/pdf/prefix/suffixpractice2.pdf>

Print these activity sheets. Help your child use his/her knowledge of the familiar root words to complete them.

- <https://www.youtube.com/watch?v=T0X7xMDXmc8>

Watch this video with you child to review compound words.

<http://www.k12reader.com/worksheet/compound-words-all-mixed-up/>

Print and cut out the cards.

words and/or phrases.

with a children's dictionary. When he/she is reading and needs to check the meaning of a word, assist him/her in looking it up. Avoid telling your child the meaning. Encourage him/her to try to use context clues and then check a reference material to confirm.

Help your child form compound words.

- <http://www.k12reader.com/worksheet/dictionary-game-definitions/view/>

<http://www.wordcentral.com/>

Play this game with your child to practice.

	<p>Language Skills Grade 2 Standard 5 (L.2.5)</p>	<p>Students must be able to recognize and use relationships between words and meanings and common nuances. Specifically, they should be able to...</p> <ul style="list-style-type: none"> • make explicit connections between word meanings and real life. • know the differences among the meanings of similar verbs describing the same general action (e.g. <i>walk, march, prance, skip</i>) and adjectives of different intensity levels (e.g. <i>cool, cold, frigid</i>). 	<ul style="list-style-type: none"> • Ask your child questions to help them make connections between words they encounter in reading and real life... “Do you know any people who [are short, helpful, etc] like this character?” “What’s another food that adjective also describes?” <ul style="list-style-type: none"> • Introduce your child to words with similar meanings by using them in context (e.g. “<i>It is pretty cool outside today! Do you think you need a jacket? What if it were cold or freezing outside – would you need a coat?</i>”). 	<ul style="list-style-type: none"> • https://www.mheonline.com/ccssehandbook/grade2/pdf/ccslh_g2_lv_6_3f_1ink3.pdf <p>Print the practice sheet and help your child complete the word webs.</p> <ul style="list-style-type: none"> • http://www.k12reader.com/worksheet/shades-of-meaning-which-is-stronger/ <p>Print the activity sheet and assist your child as necessary in completing it.</p>
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	<p>Language Skills Grade 2 Standard 6 (L.2.6)</p>	<p>Students must be able to use new vocabulary – learned from reading, speaking with others, etc (including adjectives and adverbs).</p>	<p>Prompt your child to use new vocabulary when he/she speaks or writes. Ask him/her...</p> <p>“What is it called when...?”</p> <p>“Do you remember another word that means...?”</p> <p>“How do you feel when...?”</p>	<p>https://learnzillion.com/lessons/2267-add-strong-adjectives-to-narrative-writing-to-make-descriptions-come-alive</p> <p>Read the text. Then watch this video with your child to help him/her practice using new vocabulary in his/her writing.</p>
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