

2nd Grade

English Language Arts

Key Instructional Activities

- Paying close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, when, why, and how questions
- Determining the lesson or moral of stories, fables, and folktales
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Writing an opinion about a book he or she has read, using important details from the materials to support that opinion
- Writing stories that include a short sequence of events and include a clear beginning, middle, and end that describes actions, thoughts, and feelings
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless)
- Describing in their own words information learned from articles or books read aloud
- Reading texts about history, social studies, or science and identifying the main idea
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently
- Participating in shared research projects (e.g., read books on a single topic to produce a report)
- Describing the reasons that an author gives to support a point

Students in 2nd grade will gain more skills in reading, writing, speaking, and listening. They continue to learn and practice rules for matching sounds to letters that make up words, and they learn new concepts — such as words that share the same root (e.g., add and additional) — that help them figure out the meanings of new words. Writing will become an exciting way for your child to use newly learned words and phrases to express ideas.



HOUSTON COUNTY
BOARD OF EDUCATION
HIGH-ACHIEVING STUDENTS

By the end of 2nd grade, all students are expected to:

- *Demonstrate understanding of spoken words, syllables and sounds;*
- *Know and apply grade-level phonics and word analysis skills in decoding words;*
- *Apply grade-appropriate language and word skills in writing;*
- *Self-select books, self-monitor to correct errors when reading and writing, and talk with and listen to peers about one's reading and writing to become lifelong readers and writers; and*
- *Use reading and writing to communicate through listening, speaking, and viewing.*

Helping Your Student in 2nd Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school.
- Visit a library or bookstore together and ask the librarian or bookseller to recommend young adult books. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Ask your librarian to suggest books about people or places that are important to your child or family that you can read together. Encourage your child to explain what he or she has just read.
- Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
- Have your child write a thank you note or letter to family members or friends.
- Read at home every day and assist your child by reading every other paragraph. Encourage your child to read to younger siblings, cousins, or other children you know.
- Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your student's exposure to new knowledge and vocabulary.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.



2nd Grade ELA System Pacing Overview



This guide provides an overview of what your student will learn in his or her 2nd Grade English Language Arts course. It focuses on the key skills your student will learn, which will build a strong foundation for success in the other subjects studied throughout elementary school. This guide is based on the state-adopted Georgia Standards of Excellence.

August - September

Reading Focus Reading Growth Spurt	Writing Focus Lessons from the Masters: Improving Narrative Writing
Performance Goals: To strengthen usage of word strategies, build fluency, and comprehension of text while reading and to write narrative stories about their lives.	
<p>In order to grow as readers, students will need to take charge of their growth. This unit highlights the importance of goals and that magical combination of fluency and comprehension. Students will draw on everything they already know to figure out that hard word. They begin to making the reading-writing connections by questioning how the author did something special in the writing to evoke reaction.</p>	<p>In this unit, students will live like master writers, finding small moment ideas in their own lives. They will stretch out and magnify their small moments, writing these with great attention to detail and to crafting powerful beginnings and endings. Writers will consider the effect craft moves have on readers and revise their pieces with intention. Students draw on everything they learned as master writers to make their writing as clear and as powerful as it can be.</p>
<ul style="list-style-type: none"> • 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 the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Write narratives in which they 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. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • Recall information from experiences or gather information from provided sources to answer a question. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

October - November

Becoming Experts: Reading Nonfiction	The How-to Guide for Nonfiction Writing
Performance Goals: To use strategies while reading nonfiction texts and write nonfiction books about topics they are experts in.	
<p>As students shift from fiction to nonfiction, they will develop broader and richer understandings of reading. They learn to navigate through nonfiction texts with questions and ideas in mind but also how to read nonfiction with a voice that matches the content. Students are introduced to various word-solving and vocabulary-building strategies that teach them how to flexibly and efficiently solve unknown words and use those words as they learn about their topics. They will choose a topic to read about, and then connecting, comparing, and contrasting information inside and across texts. They are preparing to be the kind of readers who read with big questions in mind and carry knowledge from one text to another so that they can add on, confirm, and grow knowledge about their topics.</p>	<p>Students will begin to write nonfiction books with vigor right out of the gate. Students will study nonfiction authors, noticing the interesting and cool things they do to teach in their books. They will keep their book baggies close as they study craft moves they want to use. Students will explore various text features and structures and incorporate that work into their pieces. They will set goals and use the information checklist as a tool. Students will focus on an audience to develop a purpose for writing and help angle their writing toward a person or persons who will ultimately read their book, making sure they have answered all their readers' questions.</p>

<ul style="list-style-type: none"> • 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 meanings of words and phrases in a text relevant to a grade 2 topic or subject area. • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting. • Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • Recall information from experiences or gather information from provided sources to answer a question.
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November - December	
Studying Characters and Their Stories	Writing Gripping Stories
Performance Goals: To read books with deeper understanding of characters and use all they know about how stories go to write books that keep readers on the edge of seats.	
<p>Students will be working to infer about characters and dig deep into their stories to grow ideas about them. They will think about whether the characters have changed, and if so, what lessons have been learned. Specific skills and strategies are taught to help tackle unfamiliar vocabulary, surprising or confusing behavior, or conflicting points of view about the character. Kids will study how reading fluently and expressively helps readers better understand the story, and how to find clues in the text to help figure out how a particular tricky part is to be read.</p>	<p>Throughout this unit, students are learning to write an effective story by zooming in on a small moment, a particular scene, and write as a storyteller might tell it, allowing readers to almost live in the shoes of the character. They will be asked to write in ways that re-create the sounds and rhythms of stories. Story structure will be a priority, emphasizing that a good story contains a scene or two and is told to build gripping tension. To create tension, students will develop characters in a way that builds tension, giving them dreams, desires, fears, and frustrations. All the while, students will be increasing volume of writing and quality, well-elaborated stories.</p>
<ul style="list-style-type: none"> • 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 the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Write narratives in which they 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. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers. • Recall information from experiences or gather information from provided sources to answer a question.

January - February	
Bigger Books Mean Amping Up Reading	Poetry: Big Thoughts in Small Packages
Performance Goals: To read and understand more complex texts and write poems that help readers envision.	
<p>Students are ready for new challenges! This unit focuses on three aspects of reading: fluency, literary language, and tracking longer stories. Students will revisit what it looks and sounds like to read books with a smooth, expressive voice. They will explore figurative language. As students move into more sophisticated texts, the language becomes more complex. Additionally, students will learn strategies to track the storyline in longer books.</p>	<p>A study of poetry teaches children to explore ideas and language, valuing voice and metaphor and sensory detail. They will explore the intersection between language, structure, and meaning. Students will learn that objects and feelings spark poets. They will begin with special attention to sound and experiment with line breaks. They will admire and experiment with placement of words and metaphor, deepening their ability to see like poets.</p>
<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. 	<ul style="list-style-type: none"> • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions,

<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • 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 (e.g., regular beats, alliteration, rhymes, repeated lines) 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 middle provides major events and challenges, and the ending concludes the action. • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	<p>thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <ul style="list-style-type: none"> • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.
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March - April	
Series Books	Writing About Reading
<p>Performance Goals: To gain a deeper understanding of characters through reading series books and write about ideas they grow from their books.</p>	
<p>Familiar series can provide a safe, supportive context for not only daring thinking, but also break-through work with skills. Their thinking will become bolder and more insightful. They learn to rely on previewing, environment, prediction, monitoring for sense, inferring, and understanding characters. Students will go beyond naming the problem and study how the character handles and responds to those problems. They will study relationships that characters have with each other in the series, noticing the increase in relevancy of secondary characters. Teachers will help students develop ways of talking across books in clubs, noticing not only what the characters are doing but what the author is doing as well to extend their thinking. They will study ways authors use word choice, figurative language, punctuation, and even patterns to construct their series. Students will uncover the craft that the author uses to hook readers into the series and link the books together.</p>	<p>Students will draw on their learning of writing persuasive letters. They will learn to state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world. They will be learning to read and reread closely to come up with more ideas for opinions, as well as fun conventions that authors and illustrators use to fancy up and make their writing interesting. Students will then shift gears and move to an essay format as they write to persuade others that their favorite books are worthy of awards. They will continue supporting their opinions with reasons and details from the text while learning to incorporate quotations, make comparisons between books and across collections of books, as well as add introductions and conclusions, all in the service of teaching and persuading others.</p>
<ul style="list-style-type: none"> • 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 (e.g., regular beats, alliteration, rhymes, repeated lines) 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 middle provides major events and challenges, and the ending concludes the action. • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

April - May	
Reading Nonfiction Cover to Cover: Nonfiction Book Clubs	Lab Reports and Science Books
<p>Performance Goals: To read nonfiction books across topics and write nonfiction books about topics they have studied.</p>	
<p>Throughout this unit, students will improve their nonfiction reading skills and their speaking and listening skills.</p>	<p>The aim is to teach students more about information writing and, specifically, about the kinds of information</p>

<p>Students will move from simply fact collecting to a deeper understanding of main ideas and supporting information. They will be reading longer books and developing new strategies for hanging on to the important information. They will also learn to take the information provided in one book and add it to information learned in another, and another, thinking and learning about a topic across many texts, not just one.</p>	<p>writing that scientists are apt to do. They will ask and record questions about a topic, then design and conduct multiple trials of a simple experiment. Children jot and sketch as they go. They develop hypotheses, design procedures, gather results, and develop their conclusion. They will utilize domain specific vocabulary and other methods of elaboration to communicate clearly and teach others all that they have learned.</p>
<ul style="list-style-type: none"> • 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. • Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • Compare and contrast the most important points presented by two texts on the same topic. • Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting. • Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • Recall information from experiences or gather information from provided sources to answer a question.