



2nd Grade Reading
1st 9 Weeks Parent Syllabus

Listed below are learning targets your child will be expected to understand and perform. Also included is the vocabulary that will be used in the classroom both verbally and in writing. Questions are included to prompt discussions between you and your child.

I can statements	Questions to ask while you are reading with your child	Vocabulary	Questions about what we are learning
<ul style="list-style-type: none"> • I can ask and answer questions about the details of a story. • I can produce and expand complete, simple, and compound sentences. • I can retell stories, including fables and folktales. • I can determine the central message, lesson or moral of a story. • I can describe the structure of a story, including how the beginning introduces the story and the ending concludes the action. • I can describe how characters in a story respond to the major events or challenges. • I can use comprehension strategies to read 	<ul style="list-style-type: none"> • What happens in this story? • What is the lesson or theme of this story? • What are the most important events in the story? • What if the events happened in a different order? • What would be a good summary sentence for the story? • What is the main topic of the text? • Where does the story take place? • How would you describe the setting? • What could be another title for the story/ text? • What clue does the heading give 	<p style="text-align: center;">Academic</p> <p>characters setting plot sentence context clue personal narrative main idea central message details beginning middle conclusion illustrations major events main topic author's purpose fable folktale text features main purpose story structure compound sentence adjectives adverbs long vowel short vowel</p> <p style="text-align: center;">Oral Vocabulary:</p> <p>aside culture fair invited language plead scurries share</p>	<p style="text-align: center;">Big Ideas:</p> <p>Friends are helpful.</p> <p>Families can work together.</p> <p>Animals and their offspring</p> <p style="text-align: center;">Discussion questions:</p> <p>How are families around the world the same and different?</p> <p>How do friends depend on each other?</p> <p>What happens when families work together?</p> <p>How are offspring like their parents?</p> <p style="text-align: center;">Writing Focus - Narrative</p> <ul style="list-style-type: none"> • I can generate a narrative text that correctly sequences the events that occurred. • I can provide specific details that describe actions that occurred.

<p>different types of text.</p> <ul style="list-style-type: none"> • I can read second grade informational text. • I can identify the main topic of a text and the focus of specific paragraphs within the text. • I can use clues from the text to determine the meaning of unknown words and phrases. • I can use text features to locate facts or information efficiently (captions, glossaries, etc). • I can describe the relationship between the illustrations and the text. • I can identify characters' feelings and emotions in the story. • I can distinguish long and short vowels when reading one-syllable words. • I can read and spell grade-appropriate irregularly spelled words. • I can use adjectives and adverbs to give specific details about the words they modify. • I can compare/ contrast two similar texts. 	<p>you about the next section of text?</p> <ul style="list-style-type: none"> • How does the illustration help you understand the story/ text? • What does the character think or feel at the beginning of the story? How does this change? 	<p>actions afraid depend nervously peered perfectly rescue secret check choose chores cost jobs customers spend tools adult alive covered fur giant groom mammal offspring</p>	<ul style="list-style-type: none"> • I can use temporal words that signal the passage of time. • I can create a fictional story with a detailed sequence of events that includes elements such as a character, setting, plot, problem, and solution. <p>Sight Words: ball, blue, both, even, for, help, put, there, why, yellow</p> <p>could, find, funny, green, how, little, one, or, see, sounds</p> <p>boy, by, girl, he, here, she, small, want, were, what</p> <p>another, done, into move, now, show, too, water, year, your</p> <p>all, any, goes, new, number, other, right, says, understands, work</p> <p>because, cold, family, friends, have, know, off, picture, school, took</p> <p>change, cheer, fall, five, look, open, should, their, won, yes</p>
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