



2nd Grade Reading
3rd 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 |
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| <ul style="list-style-type: none"> I can ask and answer questions about the details of a story. 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 different types of text, including poetry. 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. | <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>Academic key details beginning middle end conclusion theme point of view illustration fable folktale compare contrast text features characters central message context clues setting verb past tense simile comma</p> <p>Oral Vocabulary: cheered, concert, instrument, movements, music, rhythm, sounds, understand common, costume, customs, favorite, parade, surrounded, travels, wonder active, Earth, explode, island, local, properties, solid, steep</p> | <p>Big Ideas: Expressing our thoughts and feelings. Our culture makes us special. Earth changes. Poems about nature Our Heroes</p> <p>Discussion questions: How do you express yourself? How are kids around the world different? How does the Earth change? What excites us about nature? What do heroes do?</p> <p>Writing Focus- Opinion Writing</p> <ul style="list-style-type: none"> I can name the topic . |

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| <ul style="list-style-type: none"> • I can use clues from the text to determine the meaning of unknown words and phrases. • I can use text features, including diagrams, to locate facts or information efficiently. • I can describe the relationship between the illustrations and the text. • I can identify changes in voice when reading to signal a change in characters speaking. • I can identify the differences in the points of view of characters. • I can tell how events, ideas or concepts in a text are connected. • I can read and spell grade-appropriate irregularly spelled words. • I can segment and blend words based on specific vowel patterns. • I can compare and contrast the most important points presented in two texts on the same topic. • I can define the different shades of meaning among verbs or adjectives (jog, run, sprint). • I can capitalize proper nouns. • I can explain how specific images contribute to and clarify a text. • I can form and use the past tense of frequently occurring irregular verbs (sat, hid, told). • Use reflexive pronouns (myself, ourselves). | <p>you about the next section of text?</p> <ul style="list-style-type: none"> • Who is telling the story? • How is the author's point of view different from yours? • How would this story be different if another character was telling the story? • How does the illustration help you understand the story/ text? • What points are important in both passages? (after reading two similar texts) • What does the character think or feel at the beginning of the story? How does this change? | <p>drops, excite, outdoors, pale</p> <p>agree, challenging, discover, heroes, interest, perform, study, succeed</p> | <ul style="list-style-type: none"> • I can state an opinion about the topic. • I can provide at least two details (evidence) and reasons to support the opinion. • I can provide a strong concluding statement or section. • I can use linking words to connect my opinion and reasons. • I can check my writing for correct capitalization and punctuation. • I can check my writing for complete sentences. <p>Sight Words:</p> <p>America, beautiful, began, climbed, come, country, didn't, give, live, turned</p> <p>below, colors, don't down, eat, many, morning, sleep, through, very</p> <p>animal, away, building, found, from, Saturday, thought, today, toward, watch</p> <p>ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</p> <p>again, behind, eyes, gone, happened, house, inside, neither, stood, young</p> |
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| <ul style="list-style-type: none">• I can produce, expand, rearrange and complete simple and compound sentences.• I can determine the meaning of a new word when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).• I can identify the main purpose of a text, including what the author wants to answer, explain or describe.• I can describe how the author's language choice impacts meaning (ex: simile).• I can use commas in greetings and closings of letters. | | | <p>among, bought, knew, never, once, soon, sorry, talk, touch, upon</p> <p>answer, been, body, build, head, heard, minutes, myself, pretty, pushed</p> |
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