



2nd Grade Reading
4th 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? • Are there any rhyming words in | <p style="text-align: center;">Academic: major events evidence central message lesson moral fable folktale key details main idea illustrations image beginning middle end characters cause effect sequence point of view pronouns adjective Adverb compare contrast</p> <p style="text-align: center;">Oral Vocabulary: agree, challenging, discover, heroes, interest, perform, study, succeed champion, determined, issues, promises, responsibility, rights, volunteered, votes</p> | <p>Big Ideas: Our Heroes Being a Good Citizen Rights and Rules Money Matters Plant Myths and Facts The World of Ideas</p> <p>Discussion questions: What do heroes do? What do good citizens do? Why are rules important? How do we use money? What do myths help us understand? Where can your imagination take you?</p> <p>Informative, Narrative and Opinion Writing will be reviewed.</p> |

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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 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 read and spell grade-appropriate irregularly spelled words. • I can spell and make the sound for additional vowel teams. • I can determine the meaning of an unknown word by using context clues or illustrations. • I can compare and contrast the most important points presented in two texts on the same topic. • Use an apostrophe to form contractions and frequently occurring possessives. • I can use reflexive pronouns (myself, ourselves). • I can produce, expand, rearrange and complete simple and compound sentences. • I can compare formal and informal uses of English. • I can use text features, including diagrams, to locate facts or information efficiently. • I can capitalize proper nouns. | <p>this story/ poem (identify them)?</p> <ul style="list-style-type: none"> • What clue does the heading give you about the next section of text? • 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 does the word _____ mean in this sentence? • What does the character think or feel at the beginning of the story? How does this change? | <p>exclaimed, finally, form, history, public, rules, united, writers</p> <p>invented, money, prices, purchase, record, system, value, worth</p> <p>appeared, crops, develop, edge, golden, rustled, shining, stages</p> <p>create, dazzling, imagination, seconds</p> | <p>Sight Words:</p> <p>answer, been, body, build, head, heard, minutes, myself, pretty, pushed</p> <p>brought, busy, else, happy, I'll, laugh, love, maybe, please, several</p> <p>air, along, always, draw, during, ever, meant, nothing, story, strong</p> <p>city, father, mother, o'clock, own, questions, read, searching, sure, though</p> <p>anything, children, everybody, instead, paper, person, voice, whole, woman, words</p> <p>door, front, order, probably, remember, someone, tomorrow, what's worry, yesterday</p> <p>alone, became, beside, four, hello, large, notice, round, suppose, surprised</p> <p>above, brother, song, follow, listen, month, soft, something, who's, wind</p> <p>against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</p> <p>afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever</p> |
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| <ul style="list-style-type: none">• I can describe how the author's language choice impacts meaning (ex: simile).• I can decode regularly spelled two-syllable words with long vowels.• I can use adjectives and adverbs and choose between them depending on what is to be modified. <p>Standards will also be reviewed based on data.</p> | | | |
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