



2nd Grade Reading
2nd 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 with 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 retell stories, including fables and folktales. I can determine the central message, lesson or moral of a story. 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. 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? 	<p>Academic characters setting plot sentence personal narrative main idea details beginning middle conclusion illustrations major events main topic author's purpose fable folktale text features main purpose story structure compound sentence</p> <p>Amazing Words consumers decisions producers fiber strand extraordinary lack typical partnership solution survival miserable struggle</p>	<p>Unit Questions How can we work together? What does it mean to be creative?</p> <p>Discussion questions? How can we work together to meet people's needs? Why is it a good idea to work together? How can we work together to solve problems? When does support from others help with a creative idea? In what creative ways do we communicate? How can creative thinking solve a problem? When does a creative idea lead to a surprise? Where do creative ideas come from?</p>

<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 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 identify the main purpose of a text, including what the author wants to answer, explain or describe. • I can describe how the author gives reasons in the text to support specific points. • I can read and spell grade-appropriate irregularly spelled words. • I can define the different shades of meaning among verbs or adjectives (jog, run, sprint). • I can use collective nouns. • I can explain how specific images contribute to and clarify a text. 	<ul style="list-style-type: none"> • Are there any rhyming words in this story/ poem (identify them)? • 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 is one reason for the author's main belief? 	<p>depend familiar insist resolve conflict pursue deserve mope coax ramp startle construct sidekick unique contraption foolproof daydream project scrap correspond postage transport cove footprint deaf imitate sign language consume prey shrewd boast gloat snicker contentment cure incident abundant assist generous dismay efficient beam forever situation excel process research opportunity accomplish original scientist unusual</p>	<p>Writing Focus- Narrative Writing</p> <ul style="list-style-type: none"> • I can include details to describe actions, thoughts and feelings? • I can use words to signal event order. • I can provide a sense of closure. • I can check my writing for complete sentences. • I can check my writing for use of adjectives and shades of meaning. • I can check my writing for compound sentence structure. • I can check my writing for correct verb tense. • I can check my writing for correct capitalization and punctuation.
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<ul style="list-style-type: none">• I can identify real life connections between words and their use (ex: describe foods that are spicy).• I can form and use the past tense of frequently occurring irregular verbs (sat, hid, told).• Use adjectives and adverbs and choose between them depending on what is to be modified.• Use an apostrophe to form contractions and frequently occurring possessives.• Use reflexive pronouns (myself, ourselves).• I can produce, expand, rearrange and complete simple and compound sentences.• Compare formal and informal uses of English.			
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