



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 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"> <li>I can ask and answer questions about the details of a story.</li> <li>I can retell stories, including fables and folktales.</li> <li>I can determine the central message, lesson or moral of a story.</li> <li>I can describe how characters in a story respond to the major events or challenges.</li> <li>I can use comprehension strategies to read different types of text.</li> <li>I can read second grade informational text.</li> <li>I can identify the main topic of a text and the focus of specific paragraphs within the text.</li> <li>I can use clues from the text to determine the meaning of unknown words and phrases.</li> <li>I can use text features to locate facts or information efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>What happens in this story?</li> <li>What is the lesson or theme of this story?</li> <li>What are the most important events in the story?</li> <li>What if the events happened in a different order?</li> <li>What would be a good summary sentence for the story?</li> <li>What is the main topic of the text?</li> <li>Where does the story take place?</li> <li>How would you describe the setting?</li> <li>What could be another title for the story/ text?</li> <li>Are there any rhyming words in</li> </ul>	<p><b>Academic</b></p> <p>characters setting plot sentence informative writing main idea details beginning middle conclusion illustrations major events main topic author's purpose fable folktale text features main purpose story structure compound sentence plural noun adjective adverb apostrophe contraction</p> <p><b>Oral Vocabulary:</b></p> <p>believe delicious feast fond lessons remarkable snatch stories</p>	<p><b>Big Ideas:</b></p> <p>Learning from animals</p> <p>Poems about animals</p> <p>We can make our community better.</p> <p>The sky is amazing.</p> <p><b>Discussion questions:</b></p> <p>What can animals in stories teach us?</p> <p>What do we love about animals?</p> <p>How can people help out their community?</p> <p>What can we see in the sky?</p> <p><b>Writing Focus - Informative Writing</b></p> <ul style="list-style-type: none"> <li>I can write in complete sentences.</li> <li>I can include a topic sentence to introduce the topic.</li> </ul>

<ul style="list-style-type: none"> <li>• I can describe the relationship between the illustrations and the text.</li> <li>• I can identify the main purpose of a text, including what the author wants to answer, explain or describe.</li> <li>• I can describe how the author gives reasons in the text to support specific points.</li> <li>• I can read and spell grade-appropriate irregularly spelled words.</li> <li>• I can define the different shades of meaning among verbs or adjectives (jog, run, sprint).</li> <li>• I can use collective nouns.</li> <li>• I can explain how specific images contribute to and clarify a text.</li> <li>• I can identify real life connections between words and their use (ex: describe foods that are spicy).</li> <li>• I can form and use the past tense of frequently occurring irregular verbs (sat, hid, told).</li> <li>• I can use adjectives and adverbs and choose between them depending on what is to be modified.</li> <li>• I can use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• I can produce, expand, rearrange and complete simple and compound sentences.</li> <li>• I can capitalize holidays, product names, and geographic names.</li> </ul>	<p>this story/ poem (identify them)?</p> <ul style="list-style-type: none"> <li>• What clue does the heading give you about the next section of text?</li> <li>• How is the author's point of view different from yours?</li> <li>• How does the illustration help you understand the story/ text?</li> <li>• What is one reason for the author's main belief?</li> </ul>	<p>behave express feathers flapping across borrow countryside ideas insists lonely solution villages adventure delighted dreamed enjoy grumbled moonlight neighbor nighttime</p>	<ul style="list-style-type: none"> <li>• I can support the topic with evidence (facts) from the text.</li> <li>• I can end with a concluding statement.</li> <li>• I can check my writing for correct verb tense.</li> <li>• I can check my writing for correct capitalization and punctuation.</li> </ul> <p><b>Sight Words:</b> almost, buy, food, out, pull, saw, sky, straight, under, wash</p> <p>baby, early, eight, isn't, learn, seven, start, these, try, walk</p> <p>bird, far, field, flower, grow, leaves, light, orange, ready, until</p> <p>about, around, good, great, idea, often, part, second, two, world</p> <p>also, apart, begin, either, hundred, over, places, those, which, without</p> <p>better, group, long, more, only, our, started, three, who, won't</p> <p>after, before, every, few, first, hear, hurt, old, special, would</p>
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<ul style="list-style-type: none"><li>• I can compare/ contrast two similar texts.</li><li>• I can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li><li>• I can distinguish between long and short vowel sounds in one-syllable words.</li><li>• I can know and use spelling-sound correspondences for additional common vowel teams.</li></ul>			
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