



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 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 describe how words and phrases supply rhythm and meaning in a story, poem or song. 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 	<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>Academic</p> <p>characters setting plot sentence 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 verb tense topic sentence concluding statement evidence</p> <p>Amazing Words</p> <p>investigate rural urban downy perch founders muttered</p>	<p>Unit Questions</p> <p>What can we learn by exploring new places and things?</p> <p>How can we work together?</p> <p>Discussion questions?</p> <p>What can we learn about exploring different communities?</p> <p>What can we learn by exploring space?</p> <p>What can we learn by exploring nature?</p> <p>What can we learn by exploring the desert?</p> <p>How does exploration help us find answers?</p> <p>How can we help others in dangerous situations?</p> <p>How has working together changed history?</p>

<p>events or challenges.</p> <ul style="list-style-type: none"> • 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. • 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 tell how events, ideas or concepts in a text are connected. • I can distinguish long and short vowels when reading one-syllable words. • I can read and spell grade-appropriate irregularly spelled words. • I can form and use irregular plural nouns (feet, children, mice). 	<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 does the illustration help you understand the story/ text? 	<p>unanimous ascend descend orbit universe enormous journey launch meteorite galaxy tranquil wildlife underneath identify detective fascinating slimy fledglings arid landform precipitation dunes ledge haven discovery forbidding extinct delicate inquire sturdy exhibit resist stun genius satisfaction courageous hazard rescue avalanche instinct skittish blustery fast-paced identity participate significant scour ingenious aloft architect tinker</p>	<p>Writing Focus - Informative Writing</p> <ul style="list-style-type: none"> • I can write in complete sentences. • I can include a topic sentence to introduce the topic. • I can support the topic with evidence (facts) from the text. • I can end with a concluding statement. • 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 capitalize holidays, product names and geographic names.• I can identify real life connections between words and their uses (ex: describe foods that spicy).• I know the difference between the way words are used at home and the way words are used at school (formal and informal English).• I can form and use the past tense of frequently occurring irregular verbs (ex: sat, hid, told).• I can use commas in greetings and closings of letters.• I can use adjectives and adverbs to give specific details about the words they modify.• I can distinguish shades of meaning among closely related verbs (toss, throw, hurl)			
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