



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 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"> <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 the structure of a story, including how the beginning introduces the story and the ending concludes the action.</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, including poetry.</li> <li>I can read second grade informational text.</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> key details beginning middle end conclusion point of view illustration fable folktale compare contrast text features characters major events moral central message context clues setting author's purpose evidence</p> <p><b>Amazing Words</b> preserve represent valuable tough concentration frown homeland patient adapt annual nutrients blazing drought</p>	<p><b>Unit Questions</b>  How do things change? How do they stay the same?  What does it mean to be responsible?</p> <p><b>Discussion questions?</b>  How can familiar things help us with change?  How do plants change over time?  What changes occur under the ground?  Why are some changes difficult?  How do changes in the weather affect us?  Why should we be responsible for doing a good job?  How can we be responsible community members?</p>

<ul style="list-style-type: none"> <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, including diagrams, to locate facts or information efficiently.</li> <li>• I can describe the relationship between the illustrations and the text.</li> <li>• I can identify changes in voice when reading to signal a change in characters speaking.</li> <li>• I can identify the differences in the points of view of characters.</li> <li>• I can tell how events, ideas or concepts in a text are connected.</li> <li>• I can read and spell grade-appropriate irregularly spelled words.</li> <li>• I can compare and contrast the most important points presented in two texts on the same topic.</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> </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>• Who is telling the story?</li> <li>• How is the author's point of view different from yours?</li> <li>• How would this story be different if another character was telling the story?</li> <li>• How does the illustration help you understand the story/ text?</li> <li>• What points are important in both passages? (after reading two similar texts)</li> </ul>	<p>ancient massive sprout discovery transform underneath blizzard fine incredible landscape molten adjust landmark unexpected quiver tease foreign accent condition predict terrifying breeze whip sparkle funnel swirl courageous hazard rescue avalanche instinct skittish blustery fast-paced identify participate significant scour ingenious aloft architect tinker consumers decisions producers fiber strand extraordinary lack typical</p>	<p>How can we be responsible animal owners?</p> <p><b>Writing Focus- Opinion Writing</b></p> <ul style="list-style-type: none"> <li>• I can name the topic .</li> <li>• I can state an opinion about the topic.</li> <li>• I can provide at least two details (evidence) and reasons to support the opinion.</li> <li>• I can provide a strong concluding statement or section.</li> <li>• I can use linking words to connect my opinion and reasons.</li> <li>• I can check my writing for correct capitalization and punctuation.</li> <li>• I can check my writing for complete sentences.</li> </ul>
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<ul style="list-style-type: none"><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>• Use adjectives and adverbs and choose between them depending on what is to be modified.</li><li>• Use an apostrophe to form contractions and frequently occurring possessives.</li><li>• Use reflexive pronouns (myself, ourselves).</li><li>• I can produce, expand, rearrange and complete simple and compound sentences.</li><li>• Compare formal and informal uses of English.</li></ul>			
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