

POWERFUL PARTNERSHIPS

FOR  
STUDENT  
SUCCESS



2ND  
GRADE

A FAMILY READING SUPPORT GUIDE



## STUDENT EXPECTATIONS

Parents are their child's first teachers in life and know their child better than anyone else. Parents have valuable insights into their child's needs, strengths, abilities, and interests. The collaboration of parents and educators is vital in guiding each child toward success. The Powerful Partnerships for Student Success series outlines what your child should learn at each grade level. You can encourage your child's academic growth by reinforcing classroom activities at home. The Powerful Partnerships for Student Success series represent what all students should know and be able to do in Reading by the end of the grade level represented. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Alaska.

If you have specific questions regarding curriculum or school programs, please call your child's school. Do not be afraid to reach out to your child's teacher for additional activities to support mastery of the standards. This guide will help set clear and consistent expectations for your child, build your child's knowledge and skills, and help set high goals for your child.





## READING

In second grade, your child will continue to build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of texts, such as stories, books, articles, and other sources of information, including the Internet. In their writing, your child will learn how to develop a topic and strengthen their skills by editing and revising. Activities in these areas will include:

- Reading stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story.
- Reading texts about history, social studies, and science and identifying the main idea.
- Answering who, what, where, when, why, and how questions about stories and books.
- Describing the reasons that an author gives to support a point.
- Learning and using new words.
- Learning the rules of spoken and written English.
- Participating in class discussions by listening and building on what others are saying.
- Describing in his own words information learned from articles or books read aloud.
- Working together to gather facts and information on a topic.
- Writing about a short series of events and describing actions, thoughts, and feelings.
- Writing about opinions on books using important details and examples to support a position.



**Your child can ask and answer such questions as *who, what, where, when, why, and how* questions to demonstrate understanding of a literary text using key details in text.**

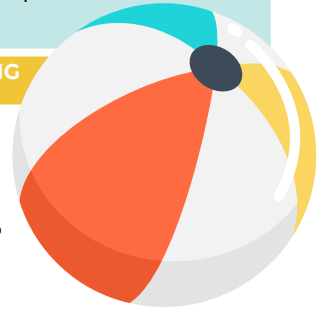
- Ask questions to clarify meaning.
- Visualize key elements within the text.
- Ask and answer questions before, during, and after reading.
- Take notes based on reading with a question in mind.

**HELP AT HOME**

- Play “Question Toss.”
- Ask a question then toss a ball to your child. They answer the question then ask a related follow-up question and tosses the ball back to you. Repeat.
- Encourage your child to ask questions.

**5 W’S AND AN H QUESTIONING**

|              |                      |
|--------------|----------------------|
| <b>WHO</b>   | Who was there?       |
| <b>WHAT</b>  | What happened?       |
| <b>WHEN</b>  | When did it happen?  |
| <b>WHERE</b> | Where did it happen? |
| <b>WHY</b>   | Why did it happen?   |
| <b>HOW</b>   | How did it happen?   |



**Your child can retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.**

- Identify the major characters, setting, problem, and solution in retelling a story.
- Make connections based on prior knowledge.
- Identify the main topic of a multi-paragraphed text.
- Demonstrate the ability to understand the main topic one paragraph at a time.

**HELP AT HOME**

- Use a story map to identify character, setting, problem, and solution.
- Show a picture to your child and ask them to tell you everything they can about the picture.

**RESOURCES**

**SAMPLE STORY MAP**

Using a sheet of notebook paper or construction paper, make a simple story map for your child to complete as he reads a story.

**BOOK TITLE:** \_\_\_\_\_ **AUTHOR:** \_\_\_\_\_

|                   |                 |
|-------------------|-----------------|
| <b>CHARACTERS</b> |                 |
|                   | <b>SETTING</b>  |
| <b>PROBLEM</b>    |                 |
|                   | <b>SOLUTION</b> |



## Your child can describe how characters in a story, play or poem respond to major events, problems, and challenges.

- Identify the characters in a story.
- Orally describe a character.
- Identify basic story elements as well as major events or challenges within a story.
- Establish a connection that relates to the main topic.
- Identify the cause and effect or the problem and solution of the actions, events, or steps and how it relates to the topic.
- Use prior knowledge to predict what is coming next in the text.
- Monitor thinking so that he understands when meaning is lost.

### HELP AT HOME

- Choose a character from a favorite book or movie and have your child describe the person's hair color, eye color, face shape, body shape, etc.
- Ask your child how the characters could have responded differently and how those actions may influence the outcome of the story



Your child can identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in their mind.

- Use strategies to determine unknown words.
- Determine unknown words based on eight context clues (definition, restatement or synonym, contrast, or antonym, comparison, list or series, cause and effect, example, inference).
- Explain how rhythmic words and phrases assist the reader in gaining deeper meaning in stories, poems, or songs.

## HELP AT HOME

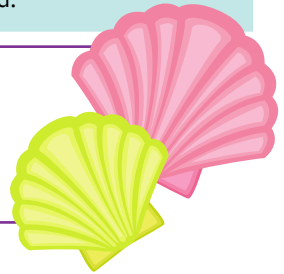
- If you know that the text your child is reading is going to have unfamiliar words, write them down on a piece of paper and decode them together before they read the text.
- Read a rhyming book to your child, beginning to end, without stopping. Go back and read it again and this time leave out the second rhyming word of each rhyming pair.
- Challenge your child to fill in the correct missing word.

## VOCABULARY

**ALLITERATION** is when the same letter or sound appears at the beginning of words in a sentence or story (e.g., Sally sells seashells down by the seashore).

**ANTONYMS** are words that are opposites (e.g., hot – cold; up – down; stop – go).

**SYNONYMS** are words that are alike or the same



**Your child can describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.**

- Identify the story structure by explaining how the introduction is the beginning and the conclusion is where the action ends.
- Describe literary elements of text including characters, plot (specific events, cause/effect, sequencing, compare/contrast, problem/solution), and setting.
- Sequence a series of events in a literary selection

### HELP AT HOME

- Retell the stories using sequencing words (first, so, then, next, after that, finally, etc.).
- Retell a familiar story by writing it down, cut the sentences apart and challenge your child to put the sentences in correct sequence.

**Your child can acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.**

- Know that dialogue is when characters are speaking to each other in a story.
- Understand that speakers often change in a story.
- Identify who is telling a story at various points throughout the text.
- Identify character's feelings and emotions in the story.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### HELP AT HOME

- When your child is reading, have them use different voices that represent the characters in the text.
- Using a printed copy of the text, have your child highlight the sections where a specific character is speaking (usually in quotations). Then read the text again.
- Have your child highlight each character's dialogue in a different color.





**Your child can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).**

- Identify basic story details.
- Describe story elements (e.g., character, setting, problem, solution).
- Describe illustrations, photographs, video clips, etc.
- Use illustrations to make predictions before and during reading.
- Use captions to gain understanding when reading.
- Explain how specific images contribute to a text.

**HELP AT HOME**

- Using a science or social studies textbook or other nonfiction text, analyze different illustrations, graphs, captions, etc. to gain a better understanding of the text.
- Have your child predict what the story will be about by describing the pictures in an unfamiliar text. Then, go back and read the story to see if the predictions were right.
- After reading, have your child retell the story using the book as a reference.



Have them describe the plot, characters, setting, problem, solution, etc.



## Your child can compare and contrast two or more versions of the same story/ text (e.g., Cinderella stories) by different authors or from different cultures.

- Identify basic story elements (e.g., characters, setting, plot).
- Describe character traits (e.g., feelings, actions, looks).
- Understand the central theme or lesson in multiple texts.
- Recognize similarities and differences between two versions of the same text.

### HELP AT HOME

- Have your child compare and contrast two versions of the same story (e.g., “The Gingerbread Boy” and “The Gingerbread Girl”).
- Use graphic organizers to gather thoughts and organize information in order to clearly understand the similarities and differences between the two texts.

### INTERNET RESOURCES



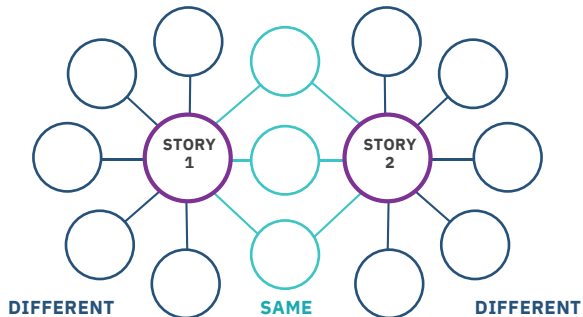
Visit these websites to find different types of graphic organizers:

- <http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension>
- <http://www.eduplace.com/graphicorganizer/>
- <http://www.scholastic.com/teachers/collection/graphic-organizers>

### RESOURCES

#### SAMPLE DOUBLE BUBBLE

Using a sheet of notebook paper or construction paper, make a simple double bubble map for your child to complete after he reads two stories.



By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.

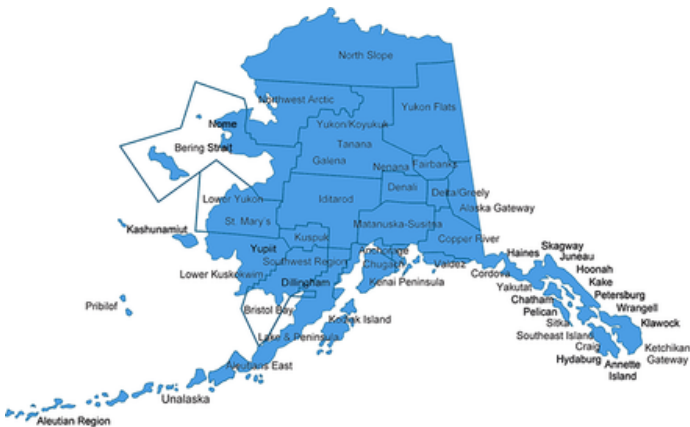
- Read a variety of self-selected and assigned literary texts of appropriate complexity
- Read with appropriate pacing, intonation, accuracy and expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text

## HELP AT HOME

- Encourage your child to read different kinds of materials (e.g., chapter books, informational texts, poems, websites, magazines, newspapers, etc.)
- Encourage your child to read a variety of fictional texts independently. Pick a common theme and discover the different message of each book. For example, *Seldovia Sam and the Very Large Clam* (Susan Woodward Springer), describes life in coastal Alaska. *Mary's Wild Winter Feast* (Hannah Lindoff) describes life in Southeastern Alaska.

## VOCABULARY

**SCAFFOLDING** through careful and intentional observation, children are supported in their learning with just the right help at just the right time in just the right way.

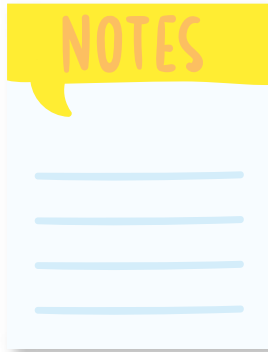


**Your child can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.**

- Identify the genre of a text in order to determine the purpose of reading.
- Utilize text features to determine and differentiate important and unimportant information in text.
- Use background knowledge to understand text.

**HELP AT HOME**

- Have your child take notes on the side of the page based on the reading and with a question in mind.
- Encourage your child to ask questions while reading to aid in comprehension.



**Your child can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**

- Understand difference between main topic and key details.
- Identify important facts in a multi-paragraph text
- Identify the focus of specific paragraphs

**HELP AT HOME**

- Have your child summarize each section or paragraph in the text, writing down important information.
- Use graphic organizers to organize thoughts while reading in order to gain understanding.



## Your child can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- Distinguish cause from effect in context.
- Describe the connections between a series of events, ideas/concepts, or steps in text (historical, scientific, technical procedures, etc.).

### HELP AT HOME

- Read chapter books in the same series, such as Molly of Denali, and encourage your child to explain the connections between two or more events in the texts.
- Model how to explain steps in technical procedures, i.e., how to make a peanut butter and jam sandwich.

## Your child can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- Recognize grade appropriate words with multiple meanings
- Use prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.
- Determine the meaning of unknown words and phrases based on context
- Use word parts to determine the meaning of words (e.g., common root words, prefixes, suffixes)

### HELP AT HOME

- Model how use the context of sentences to determine the meaning of words and phrases.
- Go on a word hunt: Explore glossaries and beginning dictionaries, in both print and digital formats, to determine the meaning of new words.



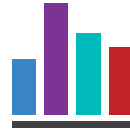
## Your child can know and use various text features (e.g., captions, bold print, heading, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.

- Know and identify the basic types of text features.
- Use text features to answer questions about the main topic.
- Recognize that text features assist readers in locating information quickly.
- Utilize all parts of an informational text.

### TEXT FEATURES

Common text features:

- Photographs
- Captions
- Labels
- Illustrations
- Maps
- Indexes
- Glossary
- Diagrams
- Table of Contents
- Charts and graphs
- Icons



### HELP AT HOME

- Have your child explain how certain text features can help them learn new information.
- Have your child read a variety of texts in order to be exposed to various text features.
- Use a non-fiction book to explore the different types of text features within in (e.g., headings, captions, glossaries) to locate information.

## Your child can identify the main purpose of a nonfiction text, including what the author wants to answer, explain, or describe.

- Identify the intended audience for the text.
- Understand information can be obtained from the words of the text as well as text features such as illustrations, captions, headings, etc.

### VOCABULARY

**FICTION** is a story that is make-believe; includes characters, a setting, a problem, and a solution. **NONFICTION** is a text that gives true information or facts; includes things such as photographs, charts, or maps.

### HELP AT HOME

- Have your child identify the reasons for writing and reading different types of text (e.g., journals, newspaper articles, brochures).
- After reading a nonfiction text, have your child identify the reason the author may have written the text and what their purpose for writing may have been.



## Your child can compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).

- Identify the important points in two texts on the same topic.
- Understand how to determine similarities and differences between two objects.
- Compare and contrast the key points in two texts on the same topic.

### HELP AT HOME

- Have your child use graphic organizers to compare and contrast two different texts.

### VOCABULARY

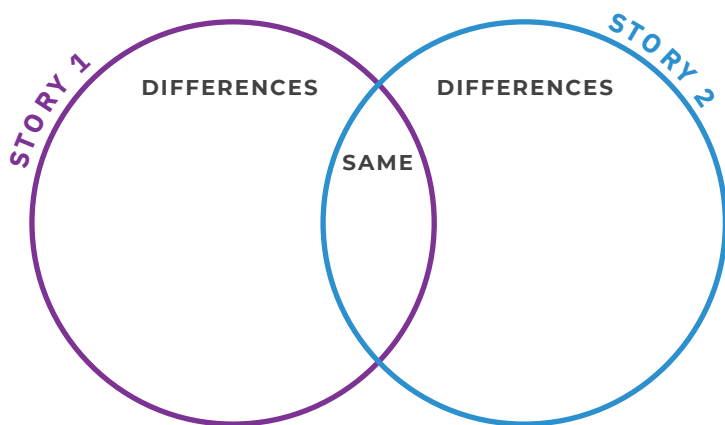
**COMPARE** refers to how things are the same.

**CONTRAST** refers to how things are different.

### RESOURCES

#### SAMPLE VENN DIAGRAM

Using a sheet of notebook paper or construction paper, make a simple Venn diagram for your child to complete after he reads two stories.



## Your child can describe how reasons given support specific opinions the author states in a text.

- Identify key details in a text.
- Determine relevant details an author uses to support their opinions.
- Explain the reasoning that supports the points made by the author in a text.

### HELP AT HOME

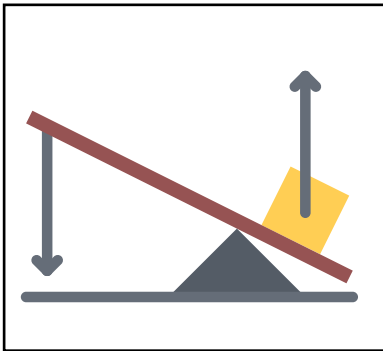
- Choose a familiar book and reread it with your child. Discuss why the author wrote the story and what details they used to support the main idea.

## Your child can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

- Explain how illustrations contribute and help explain the text.
- Interpret information from illustrations, diagrams, charts, and graphic organizers.
- Explain how the images and the text work together in helping to understand a text.

### HELP AT HOME

- Talk how the images contribute to the understanding of informational text.
- Explore how to identify commonalities between text and text features, and explain how they support each other.





**By the end of the year, your child can read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.**

- Self-select and read a variety of informational text.
- Read and comprehend text of steadily increasing complexity.
- Read with appropriate pacing, intonation, accuracy, and expression.
- Use a variety of strategies to gain meaning from grade-level text.

### HELP AT HOME

- Encourage your child to listen to and read a variety of grade 2 informational text. (e.g., series such as Who Would Win, The Magic Treehouse, the Sadiq book series, and Ada Twist, Scientist, and more).

**Your child can know and apply grade-level phonics and word analysis skills in decoding words in these six areas:**

**a. Your child can distinguish long and short vowels when reading regularly spelled one-syllable words**

- Recognize certain vowel combinations, allowing for a short or long vowel sound.
- Understand each sound in a given word also represents a letter or a group of letters.
- Write the spelling representations for vowel sounds.

### HELP AT HOME

- Provide your child with a vowel combination chart. This will give them a visual cue and they can practice how to spell the different vowel sounds (e.g., oe, oa, ai, er, oo).
- You may say a word (and hold up a picture card) and child must determine if it has a long or short vowel. Have a t-chart in which your child can put all the short-vowel pictures on one side and all the long vowel pictures on another.

### RESOURCE

| VOWEL TEAMS |    |    |    |
|-------------|----|----|----|
| ee          | ay | oo | ie |
| eh          | ea | oi | ow |
| y           | y  | ar | er |
| ur          | or | ir | oy |
| ou          | ew | oo | ow |
| ue          | aw | oi | oo |

#### VOWEL TEAMS

- They come as a team.
- Two vowels next to each other.
- Two letters that come together to make one sound.
- Some vowel teams can be spelled more than one way (e.g., ai-rain; ay-hay).



## b. Your child can know spelling-sound correspondences for additional common vowel teams.

- Know the spellings for the words with variant vowel combinations (e.g. /ī/ spelled igh, /ō/ spelled ough) and diphthongs (e.g. /oy/, /ow/).
- For this skill, your child should be able to spell words with igh, ough, oy, and ow rather than locating the words in a list or word search.

### HELP AT HOME

- Practice word building with magnetic letters, tiles, or another material.
- Have your child underline, circle, or highlight diphthong words BEFORE reading a decodable text.

## c. Your child can decode regularly spelled two-syllable words with long vowels.

- Knowing the different syllable patterns and how to split words into syllables helps students predict what sound a vowel will make and break up longer words into smaller parts for decoding.

### DECODING STRATEGIES

- Locate the vowels and put a dot below them.
- Look between the vowels.
- Divide the word into syllables.
- Pronounce each syllable according to the spelling pattern (i.e., closed, open, magic "e," r-controlled, and vowel team)

### HELP AT HOME

- Look at written materials around your house and at road signs to find familiar words and letter patterns.
- Give a sticky note to your child and have them find regularly spelled words with long vowels.



## d. Your child can decode words with common prefixes and suffixes.

- Understand affixes are added to help add to a word's meaning.
- Identify a base word and then use the affix to help determine the meaning of the word.

### VOCABULARY

**AFFIXES** are anything placed at the beginning or end of a word.

**PREFIX** is a group of letters placed at the beginning of a root or base word that changes its meaning (e.g., **un**friendly, **mis**understood, **re**play).

**SUFFIX** is a group of letters placed at the end of a root word that changes its meaning (e.g., help**ful**, sad**ness**, jump**ing**).

### HELP AT HOME

- Provide your child with a magazine and have him/her look for and highlight words with prefixes and suffixes. They can read the words to you and check for the word's meaning.
- Create cards with common prefixes and suffixes as well as cards with common base words. Practice adding affixes to create new words.

## e. Your child can identify words with inconsistent but common spelling-sound correspondences.

- Understand that letter-sound correspondence can help determine the spelling of words.
- Apply spelling-sound rules to determine an unknown word.

### HELP AT HOME

- Look for words with inconsistent but common spelling-sound correspondences around your home and the store.

### Example words:

heat vs. head  
roll vs. doll  
home vs. come  
hint vs. hind  
bear vs. hear  
show vs. now  
give vs. hive



## f. Your child can recognize and read grade appropriate irregularly spelled words.

- Identify irregularly spelled words.

are  
■ ♥

what  
■ ♥ ■

from  
■ ■ ♥ ■

should  
■ ♥ ■

### HELP AT HOME

- Help your child identify the irregular part of the word - the letter or letters that don't follow regular phonics rules. Discuss the unexpected letter-sound correspondence part. Point out the part(s) of the word that are regular. Read the word.
- Have your child write the irregularly spelled word(s) while saying each sound. Repeat writing the word while saying the sounds 2-4 more times. Using varied practice (e.g., write it big, small, fast, slow) can make this activity more engaging.

### VOCABULARY

An irregular word is one that cannot be readily decoded because either

- it includes letter-sound correspondences that are unique to that word or a few words (permanently irregular words), or
- the student has not yet learned all the letter-sound correspondences in the word (temporarily irregular words).



## Your child can read with sufficient accuracy and fluency to support comprehension in these three areas:

### a. Your child can read grade level text with purpose and understanding.

- Understand grade-level vocabulary.
- Predict what a text may be about before reading.
- Check his predictions of text during reading.
- Check for understanding of comprehension before, during, and after reading.



### HELP AT HOME

- Create a bubble map for your child to use for their vocabulary words. Have them list synonyms, antonyms, and then draw a picture to increase understanding.
- Have your child create a story map of the text they have read using the characters, setting, problem, solution, etc.
- Ask your child comprehension questions before, during, and after reading.

### STAGES OF READING DEVELOPMENT

**EARLY EMERGENT READERS** are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

**EMERGENT READERS** are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

**EARLY FLUENT READERS** are experiencing a greater variety of text and are able to recognize different styles and genres. Independence often varies with the type of text being read.

**FLUENT READERS** read a wide range of text types and do so independently. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. For the most part, they are capable of improving their reading skills and selection of materials independently through increased practice.



**b. Your child can read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**

- Determine how to read grade-level words accurately and repeatedly.
- Read text with fluency and expression.

**VOCABULARY**

**FLUENCY** is the ability to read words in the text effortlessly and accurately with meaningful expression.

**HELP AT HOME**

- Have your child read a familiar text to you. Encourage them to read it fluently and with expression. You can model fluency and good expression for your child when reading aloud to them.

