

Building Blocks for Reading Success



Understands and uses different skills and strategies to read

This means that by the end of second grade children-

- Are able to use the meaning of the sentence or story and sound out unfamiliar words by saying the sounds in the word slowly. They are able to read with increasing fluency – reading with expression, at an even rate, and recognize the use of punctuation marks. They are able to self-correct when reading.
- Increase their understanding of the meaning of unfamiliar words by using information about themselves and their experiences. For example: “The family went to the restaurant to eat dinner.” They may know the words ‘eat’ and ‘dinner’ which will help them to understand the word ‘restaurant’. Or when reading about a restaurant, they can picture what it would be like to be there.
- Know that words can work together to make a beat or rhythm and that words that sound alike are rhyming words.
- Know that using the same sounds in a sentence is called ‘alliteration,’ and add to sound and the beat of the phrase such as “Peter Piper Picked a Peck of Pickled Peppers.”

Understands the meaning of what is read

This means that by the end of second grade children-

- Can tell how a story is organized, recognizing cause/effect or the problem/solution in a story. (Jim hit Jill, Jim lost his toy)
- Know that the character is ‘who’ the story is about, the setting is ‘where’ the story takes place, the plot is

‘what’ happens in the story, conflict is the ‘problem’ in the story and ‘resolution’ is how the problems are solved. They will be able to recognize these elements of a story with different types of books and different authors.

Reads different materials for a variety of purposes

This means that by the end of second grade children-

- Know that certain features (bullets, subheadings, etc.) in a book are used to point out important information and can help to organize the information. They use pictures and graphic aids (charts, tables, timelines, etc.) in books for a better understanding of the information in the book.
- Know and use the parts of a book such as indexes (a list of words at the end of the book telling what page that word can be found in the book), title page, introductions (a section at the beginning of the book that gives information about the content of the book), prefaces (comments made by the author about the contents of the book), or glossaries (a list of key words at the end of the book with definitions and pronunciation) to help locate and gather information. Use a dictionary or a glossary.
- Understand the difference between fiction (a story that is not based on facts, but is a made-up story) and non-fiction (writings based on facts or a true story).
- Know the difference between a story and encyclopedia or a dictionary.

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South Dakota Resource Network
PO Box 218 ★ Sturgis, SD 57785-0218 ★
Phone: 800-219-6247 ★ Fax: 605-347-5223 ★
www.sdprn.org

and the
NORTHSHORE SCHOOL DISTRICT
3330 Monte Villa Parkway • Bothell, WA 98021-8972
(425)489-6000
ON THE WEB
<http://www.nsd.org>

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Created by:
Kathy Caley, Beth Heinz, Laurie Murphy, Suzanne Norring, Melissa Sargent,
Judy Schaad, and Therese Schmidt with support from Bob Koontz, Principal-
Briarcrest Elementary School

A PARENT'S GUIDE TO SECOND GRADE READING



**BRIARCREST
ELEMENTARY SCHOOL
AND PARENTS WORKING
TOGETHER FOR STUDENT
ACHIEVEMENT**



LEARNING AT HOME

- **Have a planned reading time each day.** As you read aloud to your child point out the consonant and vowel combinations and their sounds as you say the word. Listen for beginning and ending sounds and put separate sounds together.
- **When your child does not know a word** make sure you give him/her a chance to figure it out. Assist him/ her by talking about what word would make sense in the sentence/story. Guide him/her to the clues that will help figure out the new word such as the pictures or the other words or sentences. Say the first letter and say all the sounds slowly or find ‘parts’ of the word he/she may know or ‘chunks’ of the word such as ‘to-day’.
- **When reading with your child show them** how to use the sentences, words, and pictures around an unfamiliar word to figure out the word’s meaning. (For example: Here’s a line from Eric Carle’s Pancakes, Pancakes! “Take a sickle and cut as much wheat as the donkey can carry.” Then ask “Look at the picture of Jack cutting the wheat. What is he using? That’s right, it’s a sickle. A sickle is a tool for cutting wheat and other kinds of grain.

- **Ask your child questions about the story.** Talk about the characters or the setting. Ask about what is happening and what they would do to solve the problem in the story or ask if anything similar has ever happened to them. Have them talk about what might happen or create a new ending. Tell your child a story with a conflict or problem out loud and let them solve the problem and give the story an ending. These could be real life problems.
- **Ask your child why they think something is** happening. This will help them to understand cause and effect. (For example: When a little girl takes her brother’s toy, the little brother cries and the little girl gets in trouble with mom.) Then ask questions about how to make the problem better or what they would do in this situation.
- **Read poetry and rhyming books.** Read Dr. Seuss books. Clap to the beat of a poem, nursery rhyme, or repeated lines in a story. Have your child read the repeated line. Notice sounds that are being used for effect such as “Silly Sally scrambled...” Ask your child what sound is repeated. Talk about how these repeated sounds make the sentence fun and kind of like music.

- **Read different versions of a familiar story** such as The True Story of the Three Little Pigs. Read books that take place in different times such as the Laura Engels Wilder, Little House on the Prairie series. Discuss how family life and community life were different then and what ways they are the same. What are some of the things that are different from how you and your child live now? (cooking over the fireplace, sleeping in the hay loft)What things might be the same? (hugs, good night stories, etc.)
- **Have informational books such as an** encyclopedia or a book on one subject available in your home. Point out the differences between these books and “story” books. Browse and look at the pictures and notice any charts or interesting diagrams. Demonstrate how to use helpful aids such as the index or the table of contents.
- **Help your child to look up unfamiliar words** in the dictionary. Show them how to look up words by alphabetizing to the second letter in the word.