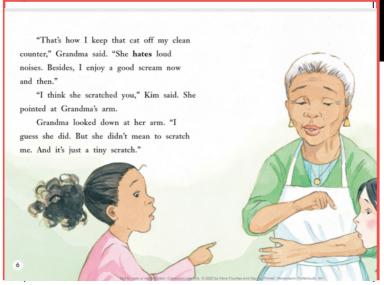
## SECOND GRADE

Second grade is a critical year of learning for your child. At this point, 2nd graders are beginning to use inference to dive more deeply into the comprehension of their reading. They need to understand and use more complex vowel patterns to decode and read fluently.

Below are examples of second grade end-of-the-year benchmarks.



### LEVEL M FICTION READER

A Level M reader should be able to:

\*Read with expression and phrasing

\*Recognize main idea, problem and

solution and concisely summarize story

\*Determine and analyze author's

purpose and support with text

\*Explain why events and characters are

important to the story.
\*Connect self and similar experiences
to story

You can help! Read to and with your child - and ask questions!:

- \*What did you wonder about? \*What did that story make you think about?
- \*Pick an important event in the story. Why was it significant?
- \*Did you relate to a character in the story?
- \*Tell me about the book's genre.
- \*(Non-fiction) What did the author want you to learn?

# LEVEL M NON-FICTION READER

A level M non-fiction reader can: \*Read fluently

\*Recall 4 or more facts

\*Tell how the author organized the text \*Infer or reach a conclusion:

Did you change your mind after

reading the text? Do you agree with the author's point of view? \*Identify how the author used illustrations and other graphics to help the reader understand the text.

## Why We Need Zoos

Around the world, rare animals are disappearing. Many die because they are hunted. Others die because of changes to the places where they live.

Zoos offer a home to rare animals. For example, the Bronx Zoo is helping snow leopards survive. Only a few thousand snow leopards are left in the wild. More die every year. But snow leopards live safely in the Bronx Zoo. Nearly 80 cubs have been born there.

Unit 1 ball, blue both, even for, help put, there why, yellow could, find funny, green how, little one, or open see, sounds boy, by airl, he here, she small, want were, what sky, another, done into, move now, show top, water start. year, your these all, any goes, new number other, right field flower says, work understands grow leaves

Unit 2 because cold, family friends. have, know off, picture school, took change, cheer, fall five, look should, yes their, won almost, buy food, out pull, saw straight under, wash baby, early eight, isn't learn, seven try, walk bird, far light orange ready, until

Unit 3 around good, great idea, often part second two, world also, apart begin either hunched over places those which without better group, long more, only our, three started who, won't after

Unit 4 below colors don't, down eat, many morning sleep through very, away animal building found, from Saturday thought today toward watch, ago behind eyes, gone happened house inside neither stood before young every among few, first bought hear, hurt knew, never old, special once, soon would sorry, talk America touch, upon beautiful

door, front been, body order build, head probably heard remember minutes someone myself tomorrow pretty what's pushed worry brought yesterday busy, else alone happy, I'll became beside laugh, love maybe four, hello please large several notice air, along round suppose always surprised draw during. above Ever brother follow meant nothing listen story, won't month, soft city, father something mother song, who's o'clock wind own, read against questions anymore searching complete sure enough though river, rough anything sometimes children stranger everybody terrible instead window afternoon paper ahead person voice, whole anyone

woman

words

everything pretended

somehow

Unit 5

answer

Unit 6

2nd grade Wonders high frequency words

## 2ND GRADE

2nd grade readers study skills to help them read: \*r-controlled vowels ar, er, ir, or, ur \*long vowel patterns \*Inflectional endings -s, -es, -ed, -inq \*root words, pre & suffixes \*similes, synonyms, antonyms \*verbs, nouns, adjectives \*subjects and predicates

# WHAT CAN

began

come country

turned

climbed

didn't, give

Incontrovertible research tells us that children who are read to/read at home are profoundly more successful than their peers who do not have that reading time. Reading benefits include:

Mental Stimulation Stress Reduction Vocabulary Expansion Memory

Stronger Analytical Thinking Skills. Improved Focus and Concentration Better Writing Skills

Please read with your child!

#### Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A" reads 20 minutes each day

3600 minutes in a school year

Student "B" reads 5 minutes each day

900 minutes in a school year

Student "C" reads 1 minute each day

180 minutes in a school year

1,800,000 words



90th percentile

282,000 words

50th percentile

8,000 words

10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life? (Nagy & Herman, 1987)