

# 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.

## 2nd grade Wonders high frequency words

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
ball, blue both, even for, help put, there why, yellow could, find funny, green how, little one, or see, sounds boy, by girl, he here, she small, want were, what another, done into, move now, show top, water year, your all, any goes, new number other, right says, work understands	because cold, family friends, have, know off, picture school, took change, cheer, fall five, look open should, yes their, won almost, buy food, out pull, saw sky, straight under, wash baby, early eight, isn't learn, seven start, these try, walk bird, far field flower grow leaves light orange ready, until	about 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 before every few, first hear, hurt old, special would America beautiful began climbed come country didn't, give live turned	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 young among bought knew, never once, soon sorry, talk touch, upon	answer been, body build, head heard minutes myself pretty pushed brought busy, else happy, I'll laugh, love maybe please several air, along always draw during. Ever meant nothing story, won't city, father mother o'clock own, read questions searching sure though anything children everybody instead paper person voice, whole woman words	door, front order probably remember someone tomorrow what's worry yesterday alone became beside four, hello large notice round suppose surprised above brother follow listen month, soft something song, who's wind against anymore complete enough river, rough sometimes stranger terrible window afternoon ahead anyone everything pretended somehow

## 2ND GRADE SKILLS

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, -ing

\*root words, pre & suffixes

\*similes, synonyms, antonyms

\*verbs, nouns, adjectives

\*subjects and predicates

## WHAT CAN YOU DO ?

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

1,800,000 words



90<sup>th</sup> percentile

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

282,000 words



50<sup>th</sup> percentile

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

8,000 words



10<sup>th</sup> percentile

By the end of 6<sup>th</sup> 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)