



A Parent's Guide to: **Second Grade Reading Standards**

Parents and schools
working together for
student achievement.

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There has been a lot of discussion about “academic standards” and student achievement over the past few years. Standards set the target or the end result of teaching and learning for students at each grade level in reading, math, and other subject areas.

The following guide presents the “performance descriptors” or expectations for reading at the grade level and provides an explanation or example of the skills. Most importantly, this guide has some fun activities for you and your child to do at home. This guide is a start. If you want additional information about how your child is doing and what your child is learning at school, talk to your child’s teacher. For other learning at home ideas, visit the South Dakota Parent Resource Network online at www.sdprn.org, or call toll free at 1-800-219-6247.

Proficiency Statement: Students are able to use a specific set of strategies to read unfamiliar grade-level text.

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.

Proficiency Statement: Students will understand a story by locating literary structures and elements in a variety of texts.

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.

Proficiency Statement: Students are able to identify rhythm, rhyme, and alliteration in poetry and prose.

This means that by the end of second grade children—

- 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.”

Proficiency Statement: Students are able to compare and contrast diverse literary selections.

This means that by the end of second grade children—

- Recognize that a story can change based on ‘who’ is telling the story and ‘when’ the story occurs. A person from a different country or culture might tell a familiar story differently. If reading a story about another time (i.e. pioneer life), they can identify how their life might be the same and how it is different.

Proficiency Statement: Students are able to apply structural elements of informational text to locate information.

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.

Proficiency Statement: Students use alphabetical order to the second letter.

This means that by the end of second grade children—

- Can find and place words in order by alphabetizing to the second letter. (bAt comes before bIt)

Proficiency Statement: Students are able to explain the difference between fiction and informational text.

This means that by the end of second grade children—

- 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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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'.
- Play simple word games such as scrabble or hangmen. Make words on the refrigerator with magnets. Make a string of words that rhyme. Take turns thinking of words that rhyme. Play word games while driving such as writing a list of words on paper before travel and checking the items off the list as you see those items during the trip.
- 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.

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- Have informational magazines available such as Ranger Rick, or Highlight Magazine, or American Girl, etc. Read stories that are about real people and places. Talk about the difference between 'factual' or true story about an event or a person and a fictional story that has 'made-up' people and events.

South Dakota Resource Network

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