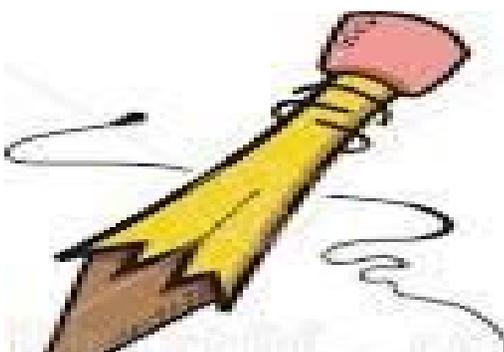


Grade 2

During quarter 1, your child is working towards:



<u>Phonics (Open Court)</u>	<u>Reading Comprehension</u>	<u>Writing</u>
<p>High-frequency words (Sight words)</p> <ul style="list-style-type: none">● Reading and writing high-frequency words in order to read a decodable text: <i>give, may, these, are, if, jump, no, been, our, those, before, off, like, saw, too, Mr., Mrs., read came, stop, tell, who, me, ten, us, are, come, far, upon, much, start, which, never, under, eight, nine, seven, use, why, bring, thank, think, better, first, learn, animal, black, live, by, and walk.</i> <p>Letter Sounds</p> <ul style="list-style-type: none">● Building, blending, and writing words that combine consonants and short vowels.● Building, blending, and writing words with:<ul style="list-style-type: none">○ <i>ch, sh, wh, th</i>○ <i>-dge, -ck, -tch, -ed, -ng, -nk, -ing</i>○ <i>ar, er, ir, ur, ear, or, ore.</i>○ <i>el, le, al, il.</i>○ <i>-s, -es, -ed</i>○ the sound of long a spelled <i>a</i> and <i>a_e</i>.	<p>Reading for a Purpose Reading grade-level text with purpose and understanding.</p> <p>Key Details Asking and answering such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>Character Development Describing how characters in a story respond to major events and challenges.</p> <p>Character, Setting, & Plot Using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> 	<p>Writing with Focus Writing with a focus on one topic and strengthening writing by revising and editing.</p> <p>Writing a Narrative Writing a narrative (<i>a real or made up story</i>) by</p> <ul style="list-style-type: none">● recounting an event using details to describe actions, thoughts, and feelings,● using words that signal time and event order (<i>first, next, then,</i>),● providing a sense of closure. (<i>ending</i>) <p>Writing to Inform or Explain Writing informative/explanatory texts that:</p> <ul style="list-style-type: none">● introduce a topic● use facts and definitions to develop points,● provide a concluding statement.

<p>Fluency Reading grade-level text orally with accuracy, at an appropriate rate, and with expression.</p>		
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The only way to become a better reader is to read.

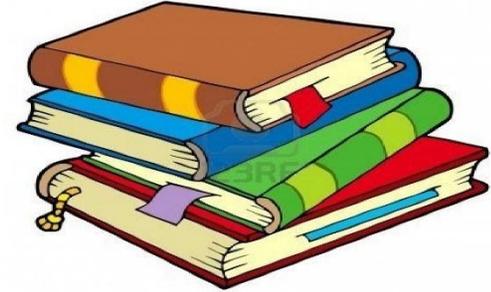
Resources:

<u>Word Study</u>	<u>Writing</u>
<p><u>Ways to support Phonics and Word Study at home:</u> Sound Spelling Card Overview Blending Demonstration High Frequency Word Activities ReadWriteThink.org</p> <p>Word or Spelling pattern Hunts</p> <ul style="list-style-type: none"> ● Have your child look through written materials at home (books, magazines, food labels, etc) to find words that fit their spelling pattern for the week ● Students can use the newly found words to: <ul style="list-style-type: none"> ○ Write a silly paragraph or story ○ Use in sentences ○ Practice reading ○ Create picture definitions for each word they find 	<p><u>Ways to support writing development at home:</u></p> <ul style="list-style-type: none"> ● 300 Writing Prompts ● Journaling using (<i>Provide them a topic or let them choose</i>) ● Creating comics ● Writing Poetry ● Writing for a purpose <p>Digital Resources:</p> <ul style="list-style-type: none"> ● Brain Pop (grammar/writing) ● ReadWriteThink.org

Reading Comprehension

Digital Resources

- Tumblebooks
- Raz Plus
- Baltimore County Public Library (seperate website)
- Destiny (Dogwood Library)
- ReadWriteThink.org (seperate website)



you

Questions that support comprehension development

Note: Pick approx. 5 questions from the list below to ask your child about a text they read or a text read together

Thinking *within* the Text

Summarizing

- Ask a question about key details in the text that begins with who, what, when, where, how, or why. Answer the question. (Students will develop and answer the questions.)
- Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be written.)
- Summarize ideas from a text and tell how they are related.
- What was the problem in the story?
- How did the characters solve the problem?
- How did characters in the story respond to major events or challenges? How did the story end? If applicable, what was the surprise at the end?
- What new information did you learn about _____?
- How do the pictures in a graphic text (novel) help you understand the story?
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Thinking *beyond* the Text

Predicting

- **During Reading** – How do you think the book will end?
- **During Reading** – How do you think the problem will be solved?
- Based on what you know about a character, predict what he or she will do.
- Based on what you know, what might happen next?
- After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?

- Based on the genre or text structure of this book, predict what might happen next.
- Has your prediction happened? How do you know?

Making Connections (Follow up question: How did that connection help you understand the story?)

- What does this story remind you of?
- Can you think of another book that is similar to this one?
- How is the (topic, characters, ending) similar to (title of another book)?
- How is the character the same in this book as in previous books?
- What connection can you make (personal, text, world)? Explain how they are connected.
- **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
- **Before, During, and After Reading** - How did what you know about the topic help you understand the text?