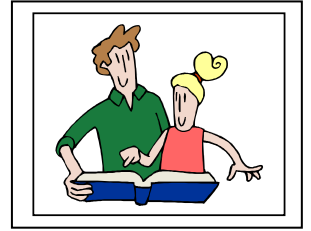


# Second Grade

**Fluency** -A fluent reader reads with accuracy at an appropriate rate, observing punctuation. When the reading is oral, it reflects a speech-like pace.

## At Home- Repeated Oral Reading

- Giving a developing reader more reading opportunities with the same text.



1. Echo Reading – Child repeats (echoes) what you read aloud.
2. Choral Reading – Child reads with you simultaneously.
3. Repeated Reading – You model fluent reading and your child rereads several times until fluency is gained.

These activities will give your child a chance to reread with expression, pacing, and intonation. It will build their confidence!

## Reading Strategies for Second Grade

### 1. Think Before Reading

#### Make Predictions/Set a Purpose/Genre/Author's Purpose

- Use the text & pictures to decide what will happen.  
I think this story will be about a Hedgehog who tries to bake a cake. His friends try to help him but they are more trouble than help.
- I want to find out how the Hedgehog bakes a cake.
- By looking at the pictures and reading the title I think this is fiction.
- I think the author might have written this to entertain, inform, or persuade.

### 2. Think During Reading

#### Narrative Elements -

- Characters – Who is the main character/s? What is he/she like? Can I relate to him/her? If I were him/her would I feel like they do? If I were him/her would I do the same thing?
- Setting – Where does this story take place? If it took place somewhere else would it change the story? When did this story take place?
- Plot – What is the story about? Do I understand what is happening in the beginning, middle, & end? Is there a problem? What steps are taken to solve the problem?

**Make & Confirm Predictions** – Continue to think about what might happen next. Read to find out whether you were right. Make new predictions as you read. Making and confirming predictions can help you understand characters' feelings and actions.

**Read Ahead** – When you get to a word you have tried to sound out but still don't know, try reading ahead. Sometimes the word will make sense when you read the whole sentence or paragraph.

**Decoding/Phonics** – When you come to a word you don't know, look at the letters carefully and think about the sounds they stand for. Remember that two letters together often make the same sound in different words. Try to sound out the word using the phonics rules you already know. Look for vowel and consonant sounds you know and use blending to sound out the word.

**Look at Word Bits & Parts** – When you see a word you don't know, look for parts of the word that you already know. Then try to put the parts together. Also, can help you figure out the meaning of a word.

- Syllables
- Prefixes, Suffixes, or Base Words
- Smaller words

**Self Correct** – Sometimes you need to change the way you read something so that it makes sense. When you read something and it doesn't make sense go back and fix it so it does make sense.

**Reread Aloud** – Sometimes you can figure out a tricky word when you reread out loud the sentences that are before the word.

**Make Inferences** – An author doesn't tell everything. Often the author shows things and lets the reader decide what they mean. As you read, look for clues that help you figure out what the words don't say.

Ex – I read that Hedgehog shakes his head. The author doesn't tell me why Hedgehog shook his head, but I read that the cake batter and the whole kitchen are a big mess. So I can infer that Hedgehog shakes his head because he is unhappy about the batter and the kitchen.

**Create Mental Images** – As you read, picture in your mind what is happening. This can help you understand and enjoy the story.

**Context Clues** - Use Context to Confirm Meaning –

When you come to a word you aren't sure of, look at the words before and after it. Check to see if what you read makes sense. Look for clues to the word's meaning.

Ex. We hiked through the woods. I saw so many chipmunks. They looked like little squirrels.

I don't know what a chipmunk is. If I read the sentence after the one in which the word appears, I find out that chipmunks look like little squirrels. So this tells me that chipmunks are little animals.

### 3. Think After Reading

**Main Idea**- The main idea is what the story is all about. Most of the other ideas in the story tell something about or support the main idea. While you are reading think about the important details to help you figure out the main idea.

On Friday afternoon, the second-grade classes did a nice job of cleaning the playground. Boys picked up all the trash. Girls swept the sidewalks. The principal said that the playground looks like new.

What is the most important idea of the paragraph? What do the other sentences tell me about?

**Sequence Events/Summarize** – Think about the order in which things happen. When you finish reading, see if you can tell about the main things that happened. (First, Next, Last)

If I don't understand events in the story, I think about the order of the events and then summarize to help me. If I am confused about the events in the story, I can stop reading and summarize what has happened so far.

Idea – Write events from the story on strips of paper. Mix them up and have your child put them in order.