

End of Grade 2

Understanding Provincial Achievement Standards in Reading and Writing

Helping your child to be successful



Your child's ability to read and write effectively will be one of the most important tools that she or he will use to build a successful future.

Be a part of your child's learning by encouraging his or her progress and providing everyday opportunities to read and write at home.



You can be involved as your child learns to write.

Watch for ways to make language and writing fun.

- Keep adding new words to your conversations to expand your child's word use.
- Share jokes and puns that use language in clever ways.
- Suggest that your child keep track of ideas and special words for writing in a journal or notebook.
- Play games such as Scrabble and Boggle, or use online programs to help with spelling and build vocabulary.

Find everyday chances to encourage your child to write.

- Encourage your child to use writing in her or his daily life (e.g. a reminder, a grocery list, a letter or email to a grandparent...)
- Keep a family journal with your child. Ask or write questions that encourage more detail.
 - Invite your child to write his or her own stories and share them with others.



Tear off these handy tips for helping your child develop strong reading and writing skills.

- Share examples of good writing with your child.
- Read your child's writing and comment on it. Having an interested audience is a large part of motivation.
- When your child is writing, ask questions, listen and talk together about the writing.

Recognize the signs of a successful writer.

Teachers look at six areas of a student's writing to identify success, as reflected in the Provincial Achievement Standards for the end of Grade 2. My New Room is an example of acceptable writing by a student at the end of **Grade 2**.

Content is what a student has written. In *My New Room*, the content is a description of a new bedroom. The piece stays fairly focused on the larger topic: the room and things in the room. Some supporting details help make the writing clearer (They'll have posters on them, a walk in closet).

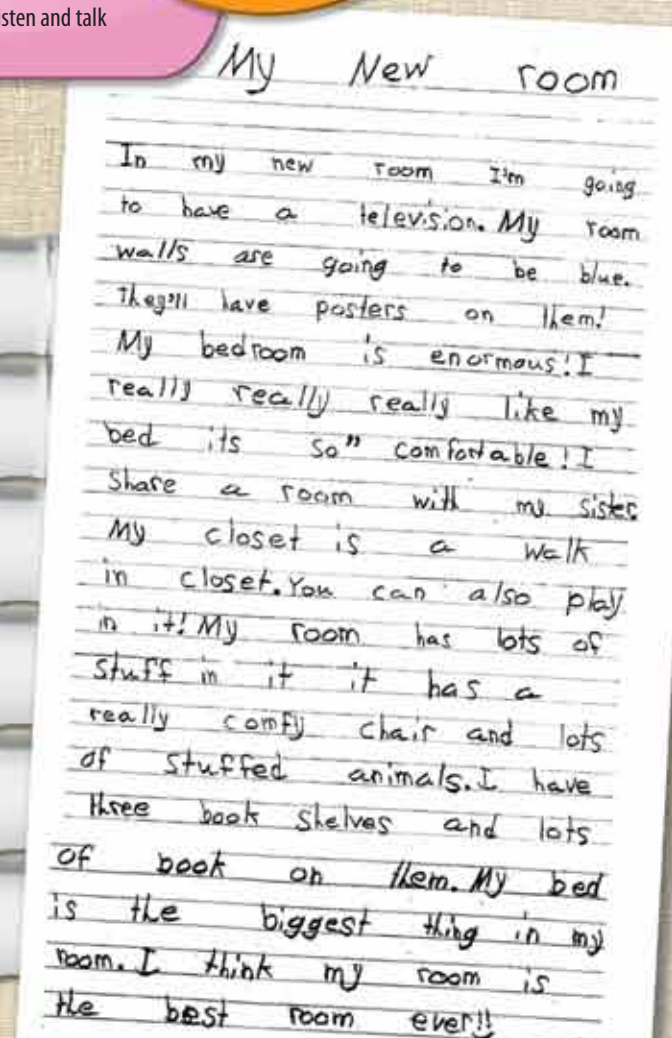
Organization means that the writing has a beginning, middle and end. *My New Room* begins with "In my new room," describes all of the things about the room and then wraps up with "I think my room is the best room ever!!" The sentences follow each other in a sequence that can easily be followed.

Word choice means that everyday words and some interesting words are used. A few strong description words (enormous, comfy, comfortable, biggest) were included in this example.

Voice means that the student's personality or style comes through in the writing. In *My New Room*, the student uses written language that sounds like talk and includes glimpses of personal feeling (I really really really like my bed and I think my room is the best room ever!!).

Sentence structure means the type of sentences used. In this example, most sentences are complete. The writer uses short, simple sentences with a variety of beginnings (In my new room... My closet is). There is one attempt at a longer sentence (It has a really comfy chair and lots of stuffed animals.).

Conventions means spelling and punctuation. In *My New Room*, most punctuation and use of capital letters is correct. All everyday words are spelled correctly with one 's' left off of "books". At this level, students experiment with spelling and may have minor errors that do not affect the reading of the text.



Help your child be a successful writer.

When looking at your child's writing together, ask these questions with your child to build effective writing skills:

Did I

- ✓ write about something I know?
- ✓ think about who I am writing this for?
- ✓ share lots of description and detail?
- ✓ include a title, introduction and proper ending to my writing?
- ✓ organize my writing so that it makes sense?
- ✓ use a variety of sentences and start them in different ways?
- ✓ remember to use capital letters, periods, commas and other punctuation?
- ✓ choose some exciting words for my writing?



Help your child be a successful reader.

If you notice an error as your child reads, wait until the end of the sentence to ask:

- Does it sound right?
- Does it look right?
- Does it make sense?

Use these **reading strategies** for figuring out tricky words with your child. Encourage the use of the pictures as reminders of each strategy.

Encourage Your Child to...

Reread for understanding.

Ask

What have you learned so far?



Say the beginning sound of the tricky word and read ahead to see what might fit.

Ask

What is the beginning sound?

Let's read to the end of the sentence to see if that helps to figure it out.



Look for a little word in the big word.

Ask

Is there a smaller word in the big word that can help you?



Cover the ending (ed, ing, s) and try again.

Ask

Can you cover the ending?

Now try it.



Backtrack and read it again.

Ask

That didn't quite make sense; can you go back and try again?



Recognize the signs of a successful reader.

In Grade 2, your child will be reading longer stories (fiction and non-fiction) independently. You and your child's teacher can tell whether your child is learning to read successfully by watching for growth in the following reading behaviours, drawn from the Provincial Achievement Standards for the end of Grade 2.

Knowing when an error in reading happens and attempting to self-correct when reading does not make sense

Encourage your child to teach you about reading strategies he or she learns at school.

Recognizing a growing number of words automatically (on sight), such as please, friend, night, they, said...

Practice reading every day. Encourage your child to read common words seen on websites, road signs, and in newspapers, magazines, comics...

Improving in the use of strategies to solve unknown words

Remind your child that breaking words apart to sound them out is only one of many strategies to try when attempting to solve an unknown word. Encourage your child to consider what makes sense and/or what sounds right.

Reading familiar books or other materials smoothly and with expression

Encourage your child to read and reread texts, using punctuation so that reading begins to sound like talking. Encourage rereading when meaning is lost or unclear.

Retelling the main events of a story in order and relating what is read to real life experiences.

After reading, encourage your child to tell the story in their own words. Ask questions about the characters and events to check for understanding.

You can be involved as your child learns to read.

1

Before reading, ask:

- Look at the cover and title of the book. What do you think it will be about?
- Do you think this is a made-up story or an information book? How can you tell?
- What do you already know about _____ (this topic)?

2

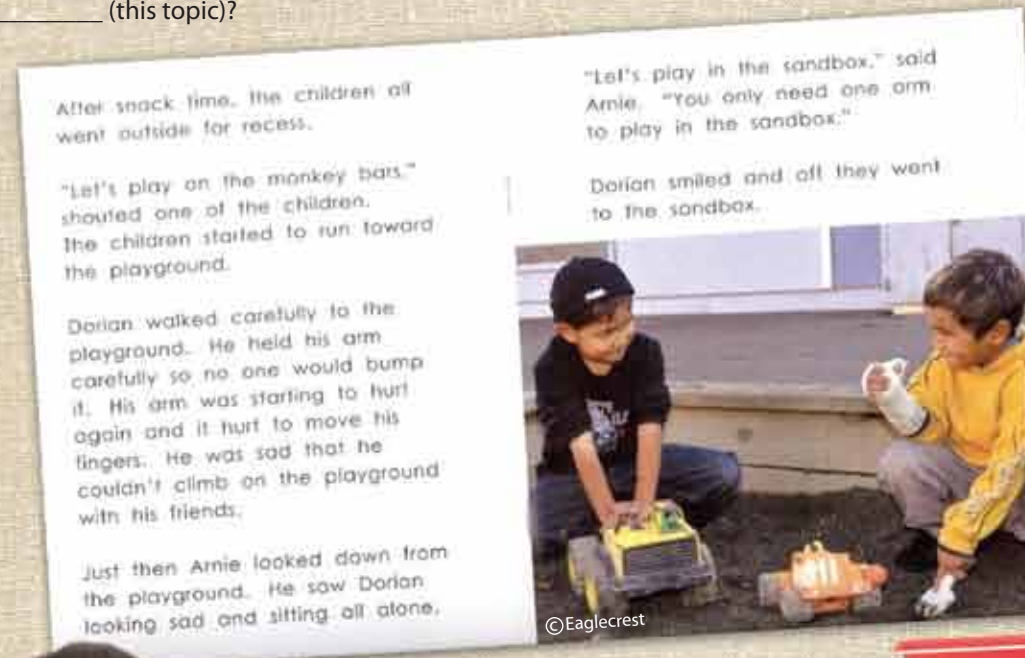
During reading, ask:

- What made this happen? Why did this happen next?
- Why did the author write the word this way (e.g. squiggly letters, all capitals, enlarged letters)?
- How did this label, picture or diagram help you understand _____ (this idea from the book)?

3

After reading, ask:

- Find the part that gives information on _____.
- Why do you think _____ did this?
- Reread this part. Tell me in your own words what you learned.
- What is one way you and the character are alike? How are you different?



By the end of Grade 2, your child should be able to read and understand text similar to the example on the left. The writing is organized in paragraphs and includes a variety of sometimes complex sentences with more descriptive language. Texts begin to include some less commonly used words and phrases (recess, carefully). Many words have two, three or even more syllables, but they are within the student's decoding ability. Readings of fiction contain more than one event related to a single, predictable plot with a beginning, middle and end. Characters begin to be more developed, and the text may be arranged in short chapters. Non-fiction readings begin to include sub-headings, pictures and diagrams to support meaning. A few new vocabulary words that relate to the topic may be included.

Books to build reading skills

Early Grade 2

- **Farmer Joe's Hot Day** by Nance Wilcox Richards
- **I Was So Mad** by Ron Miller (illustrator: Mercer Mayer)
- **Jillian Jiggs** by Phoebe Gilman
- **Amazing Grace** by Mary Hoffman
- **The Big Dipper** by Franklyn M. Branley
- **Red-Eyed Tree Frog** by Joy Cowley

End of Grade 2

- **Alexander and the Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst
- **Caps for Sale** by Esphyr Slobodkina
- **The Three Little Wolves and the Big Bad Pig** by Eugene Trivizas
- **Lilly's Purple Plastic Purse** by Kevin Henkes
- **All About Alligators** by Jim Arnosky
- **Five True Dog Stories** by Margaret Davidson



Contact Us

The Department of Education is committed to your child's reading and writing success. If you have any questions about your child's progress or about how you can be an active part of his or her learning, contact your child's teacher or the provincial literacy team at 506-453-2812.