

Reading Routines at Home

2nd Grade

Coates E. S. 2020

Dear Parents,

It is a great honor to partner with you in your child's education! Central to your child's education is the ability to read and think critically. In our Home-School Compact, crafted through a series of parent/teacher meetings, we agreed that:

- Parents would promote reading skills and establish a reading routine for their children at home.
- Teachers and staff would teach reading skills and provide families with resources and support for promoting literacy at home.

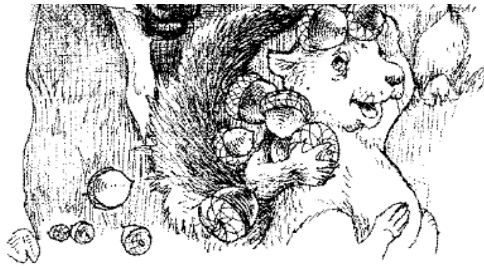
This short guide was created to help you understand what reading looks like in sixth grade and provides strategies for creating reading routines at home.

Contents

- Identify Books 2nd graders should be reading at the beginning of the year
- Identify Books 2nd graders should be reading at the end of the year
- How to get there?
 - What we do at school
 - What you can do at home (your routine)
- What if you're already reading above grade level?



At the **beginning of 2nd grade**, your child should be reading a level 16/J book. Here is an example from *Reading A–Z*.



"What is the matter, Squirrel?" asked Raccoon. "Why are you so worried?"
"Haven't you noticed?" asked Squirrel. "The moon is disappearing. We need to get all the food we can now, before it is too late."

Pictures support the words.

The story has multiple characters and events.

Students should read fluently – sentence by sentence instead of word by word.

Level 16 can be fiction or nonfiction.

Find more books at this level at

<https://www.the-best-childrens-books.org/guided-reading-levels.html>

What if my child starts the year below this level?

First, do not stress or make your child feel bad if they are not reading on grade level. This often leads to a child shutting down and avoiding reading. So what can you do?

At Home:

- Encourage a love of reading by finding books your child can enjoy on his or her own and that you can enjoy together.
- Immerse your child in literacy by reading to them and with them, and by listening to them read. Remember, even if they aren't reading on grade level **yet**, they will eventually be able to, and may even surpass it, by discovering the joy of books and by practicing a little bit every day in a quiet environment.
- Remember, your teacher will be working with your child to address the necessary skills to improve his/her reading level as well.

At the **end of 2nd grade**, your child should be reading a level 28/M book. Here is an example from *Reading A–Z*.



Glaciers are like massive rivers of ice.

Introduction

The earth's surface constantly changes. Wind, water, and heat wear down mountains and crack stone. But some of the most dramatic changes are caused by giant pieces of ice and rock called glaciers.

Glaciers move slowly over the land. They carve out cliffs, valleys, and **prairies** as they go. When glaciers melt, they leave behind lakes, rivers, and hills of soil and boulders.

Level 28 can be fiction or nonfiction.

Longer texts with more advanced vocabulary.

They should be able to retell all events of the story in order with minimal prompting.

For nonfiction, they should be able to retell all the important information from .

Students should be able to read independently and smoothly (rate & expression)

Find more books at this level at

<https://www.the-best-childrens-books.org/guided-reading-levels.html>

How do I find out my child's reading level? Ask your child's teacher.

Should s/he only read books on this level?

No. It is important to read easier books to improve reading rate and expression. It is also important to read harder books when the topic really interests your child.

What if my child is already reading this level?

If your child is reading above this level, your teacher will work with your child to continue to grow as a reader. At home, encourage your child to continue reading chapter books, series, and nonfiction.

At school, teachers follow the Reading Workshop Model

- Appropriate Level of Text
 - Guided Reading (Reading with Teacher)
 - Teacher Modeling
 - Literacy Stations
 - Phonics/Spelling Instruction
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At home - Establish a Reading Routine

- Make reading a fun, enjoyable part of every day!
- Provide a quiet place to read independently for 20-30 minutes a day to build reading stamina. (No distractions). It's OK to read books online. See the Coates Reading website for good online options.
- Read to your child daily.
- Help your child break words apart to read unknown words
- Listen to your child read books
- Ask questions after reading



- *Who were the characters in the story?*
- *What happened in the story?*
- *What was the setting of the story? (Where did the story happen?)*
- *Make connections (What happened in your life like the book? What other books are like this one?)*

To help correct reading mistakes, try these prompts:

- Does that make sense?
- Does that look right? (looking at the letters in the words)
- Chunk the word into parts you know.
 - swimming = swim + ing ; different = diff + er + ent