Checklist
FOR PARENTS OF SECOND & THIRD GRADERS
Three skills usually develop during grades two and three. Talk with your child’s teacher if you have questions.

SECOND GRADE
- My child knows how to use the rule of phrases to help him figure out unfamiliar words.
- My child reads many sight words and regularly spelled one- and two-syllable words.
- My child understands several grade five-sound and sound/image, and connects images from different sources.
- My child reads for specific purposes and asks questions, and explores topics of interest as he reads.
- My child answers “who,” “why” and “what” questions, and reads information, minority, and dictates after reading.
- My child incorporates information from diagrams, charts, and graphs.
- My child participates in creative responses to stories, such as dramatizations and oral presentations.
- My child pays attention to cause and effect story sequences and correctly spells words he has studied.
- My child spells words the way they sound if she doesn’t know its spelling.
- My child really learns how to make a complete story in his own writing.
- My child takes part in writing conferences, revises what he writes before the teacher’s revision, and edits what he has written on his own.
- My child learns new words from titles and often chooses alone.
- My child learns new words from titles and often chooses alone.
- My child learns how to ask questions about what he reads.
- My child is increasing his vocabulary with synonyms and antonyms.
- My child uses part of speech (noun, verb, adjective, adverb) correctly.
- My child learns new words through independent reading.

[Box]

National Institute for Literacy
The Partnership for Reading

Shining Stars
SECOND & THIRD GRADERS
LEARN TO READ

National Institute for Literacy
The Partnership for Reading

HOW PARENTS CAN HELP THEIR SECOND & THIRD GRADERS LEARN TO READ

[Box]
The National Institute for Literacy works with partners to reduce illiteracy. The Institute’s federal, private, and public partners share a commitment to reducing illiteracy. The Institute has expanded its strategic focus to include a broader array of partners who are also working to reduce illiteracy. The Institute works with its partners to develop and release a variety of materials that are made available to the public at no cost. The materials are provided to ensure that people have access to information on scientifically based strategies for the prevention, treatment, and reduction of illiteracy. The materials are designed to help people understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are also designed to help parents and caregivers understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are also designed to help teachers and other literacy educators understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are also designed to help individuals who are not literate understand the importance of literacy and to help them learn how to improve their own reading skills.

The National Institute for Literacy is working with its partners to develop materials that are designed to help people understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are designed to help parents and caregivers understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are also designed to help teachers and other literacy educators understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are also designed to help individuals who are not literate understand the importance of literacy and to help them learn how to improve their own reading skills.

The materials are designed to help people understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are designed to help parents and caregivers understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are also designed to help teachers and other literacy educators understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are also designed to help individuals who are not literate understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are also designed to help individuals who are not literate understand the importance of literacy and to help them learn how to improve their own reading skills. The materials are also designed to help individuals who are not literate understand the importance of literacy and to help them learn how to improve their own reading skills.
Our old red armchair has seen better days! The stuffing’s coming out of the arms and one leg wobbles a bit. But Jason, my nine-year-old, has made it his special reading place, so I guess we’ll keep it. I can tell it’s a magic place for him. He sprawls across it, opens a book—and it’s like he’s in another place.

Sometimes he even seems like he’s in another time. Lately he’s been reading about ancient Egypt. He tells me he wants to be an archaeologist when he grows up. He wants to find artifacts from thousands of years ago. I was impressed that he knew the word “artifact.” He said he found it in one of his books and his older brother Andy had helped him sound it out. It means things made by people, rather than natural things, he told me.

His vocabulary is growing so fast! From reading about archaeology he’s added words like “excavation” and “observation.” I know they’re just fancy words for “dig” and “look,” but they’re more exact. It seems like the more words he knows, the better sense he can make of the world.

Jason’s interest in Egypt started last fall. The school librarian had gone on a real “dig” over the summer, in Mexico, I think. When she got back and the school year began, she showed the students how real archaeologists work. Then the students did their own dig. They marked an area in the schoolyard, dug
it up carefully, and made a note of everything they found. Jason came home nearly bursting with excitement. He had found an old-fashioned skeleton key!

“It was so cool, Mom,” he told me. “There was so much in the dig! You know, leaves, and rocks, and bugs—and then I found this real key! At first I thought it was just another rock but I kept digging. When I found it, even Mrs. Stevens got excited. It’s a real artifact!”

The stories he made up about that key! First he decided the Pilgrims had left it, but his teacher told him that the Pilgrims didn’t travel this far west. So he decided pioneers had left the key behind on their way west. “I’m sure there’s a story about it,” he said.

That night, I took the boys to the library after dinner. Andy, who’s crazy about baseball, took out a biography of Satchel Paige. Jason met me at the checkout desk with a musty-looking book that turned out to be an early history of our town. “That’s a grown-up book, isn’t it?” I asked.

“Yeah,” he said. “Can you help me with it?” I told him I’d try.

The book was pretty hard reading, so the next night, I read part of it aloud to my boys. I still read to them when I can. Our days get so busy it can be hard to find any time for the three of us to be together. So I read most nights, even if it’s just for fifteen minutes.

Reading to them is like having them little again, except now they talk more! As I read about our town, Jason wanted to know where the oldest house was. Andy was amazed to learn that the early settlers just laid out the streets of our town and built a flour mill. “Just like that?” he asked.

“I think so,” I said. I didn’t know much about our town, either. The flour mill must have been torn down a long time ago. There is no sign of it anymore.

We came to a map and looked at that for a long time. The boys tried to match places on the map with places in town they know. I can see why they call it “reading” a map. They even found
the place where our house is now! It was just fields in the old days. So was Jason’s school—no clues there about his skeleton key! But he decided to write his own short story about his pioneers idea and where that key came from. He just had to know!

This school year will be an important one in Jason’s life as a reader. His teacher said that next year, in fourth grade, students begin to “read to learn” rather than “learn to read.” That means the teachers will expect Jason to know how to read pretty smoothly so they can begin to teach more complex ideas.

I’m sure Jason will be a strong reader by then. He’s starting to get the habits of a good reader. For example, when he comes to a word he doesn’t understand, he reads me the whole sentence and tries to figure out what it means. If I don’t know, we look it up.

Then he goes back to the red armchair, stretches out over it, and goes back to his book and the place he goes when he reads. I don’t know if he’ll stay interested in archaeology or if something else will seem “awesome” to him later. Whatever it is, I think he’ll start by reading about it.

The End.
There’s more to reading together than just saying the words.

Try asking your second or third grader questions like these when you read together.

Talk about the text...
- How does the author say the Egyptians got the idea of mummifying bodies? Does this make sense to you?
  They noticed that bodies did not decompose in the dry sand.
- Why was it important to the ancient Egyptians that bodies be mummified?
  They believed the spirit would survive if the body was preserved.

Talk about words and sounds...
- Let’s count out the syllables in mummification.
  Five.
- What’s the noun based on the word “invent?”
  Invention.
- What are some other words that end in “tion”?
  Intention, nation, reflection, etc.

Talk about new words...
- What do we call a place that gets very little rain?
  A desert.
- What’s another word for invent?
  Create, build, etc.

Ancient Egyptians probably discovered the process of mummification by accident. Because Egypt is so arid, (it has almost no rainfall), bodies buried in the sand did not decompose, but were preserved instead. Later, the Egyptians began mummifying the bodies of kings and other important people on purpose.

To the Egyptians, a person had both a body and spirit. They believed that a person’s spirit could live after the body’s death, if it had a body to live in. The Egyptians invented mummification to preserve the body so the spirit could live on.

The mummies of ancient Egypt are so well preserved that today we can have a good idea of what a person looked like thousands of years after he or she lived. The best preserved mummies date from about three thousand years ago.
HOW PARENTS CAN HELP THEIR SECOND & THIRD GRADERS LEARN TO READ

Checklist for Parents of Second & Third Graders

Shining Stars Second & Third Graders Learn to Read

FOR PARENTS OF SECOND & THIRD GRADERS
Three skills must develop during grades two and three. Talk with your child's teacher if you have questions.

SECOND GRADE
- My child knows how to use the rules of phonics to help him figure out unfamiliar words.
- My child reads many sight words and regularly spells one and two-syllable words.
- My child reads and understands second grade fiction and nonfiction, and compares and contrasts information from different sources.
- My child reads for specific purposes and uses appropriate questions, and explores topic of interest to me.
- My child answers "how," "why," and "what" questions, and uses information, sums, or details after reading.
- My child compares information from diagrams, charts, and graphs.
- My child reads and understands second grade fiction and nonfiction, and compares and connects information from different sources.
- My child reads for specific purposes and specific questions, and explores topics of interest on his own.
- My child interprets information from diagrams, charts, and graphs.
- My child pays attention to how words are spelled and correctly spells words he has studied.
- My child spells a word the way it sounds if she doesn't know its spelling.
- My child learns new words and shares them at school and at home.
- My child uses clues from the context and his knowledge of word parts (roots, prefixes, suffixes) to figure out what words mean.
- My child is increasing his vocabulary with synonyms and antonyms.
- My child learns new words through independent reading.
Director
My child uses parts of speech (nouns, verbs, adjectives, adverbs) correctly.
My child develops his vocabulary and knowledge through independent reading.
My child explores topics of interest and reads longer stories and non-fiction books.

Deputy Director
My child uses what he knows of phonics and word parts (prefixes, roots, suffixes) to sound out unfamiliar words.
My child uses information he has gathered and his own reasoning to judge explanations and opinions and distinguishes cause from effect, fact from opinion, and main ideas from supporting details.

Third Grade
My child uses ideas about nature and use of parts of speech (nouns, verbs, adjectives, adverbs) correctly.
My child uses context to gain meaning from what she reads.
My child builds her vocabulary through synonyms and antonyms.
My child can explain the major points in fiction and non-fiction books.
My child understands and reads graphs and charts.
My child identifies and discusses words or phrases she does not understand.
My child can read and reading a map together.
My child uses information he has gathered and his own reasoning to judge explanations and opinions and distinguishes cause from effect, fact from opinion, and main ideas from supporting details.

My child uses metaphors and other literary forms in his writing.
My child gathers information from a variety of sources, including books, articles, computer screens) with fluency and comprehension.
My child uses context to gain meaning from what she reads.
My child correctly spells words he has studied.
My child builds her vocabulary through synonyms and antonyms.
My child discusses her writing with other children and responds helpfully to their writing.
My child identifies and discusses words or phrases she does not understand.
My child reviews her own written work for errors and works with her teacher.
My child develops his vocabulary and knowledge through independent reading.
My child gathers information from a variety of sources, including books, articles, computer screens) with fluency and comprehension.
My child uses information he has gathered and his own reasoning to judge explanations and opinions and distinguishes cause from effect, fact from opinion, and main ideas from supporting details.

My child can explain the major points in fiction and non-fiction books.
My child understands and reads graphs and charts.
My child identifies and discusses words or phrases she does not understand.
My child can read and reading a map together.
My child uses information he has gathered and his own reasoning to judge explanations and opinions and distinguishes cause from effect, fact from opinion, and main ideas from supporting details.

My child uses metaphors and other literary forms in his writing.
My child gathers information from a variety of sources, including books, articles, computer screens) with fluency and comprehension.
My child uses context to gain meaning from what she reads.
My child correctly spells words he has studied.
My child builds her vocabulary through synonyms and antonyms.
My child discusses her writing with other children and responds helpfully to their writing.
My child identifies and discusses words or phrases she does not understand.
My child reviews her own written work for errors and works with her teacher.
My child develops his vocabulary and knowledge through independent reading.
Director

My child uses parts of speech (nouns, verbs, adjectives, adverbs) correctly.

My child gathers information from a variety of sources, including books, articles, computer screens) with fluency and comprehension.

My child reads third grade level texts (stories, non-fiction, magazine articles, computer screens) with fluency and comprehension.

My child explores topics of interest and reads longer stories and chapter books independently.

My child can supply the major points in fiction and non-fiction books.

My child discusses her writing with other children and responds to judge explanations and opinions and distinguishes cause from effect, judge explanations and opinions and distinguishes cause from effect, judge explanations and opinions and distinguishes cause from effect.

My child uses what he knows of phonics and word parts (prefixes, roots, suffixes) to sound out unfamiliar words.

Deputy Director

My child identifies and discusses words or phrases she does not understand.

My child can explain the major points in fiction and non-fiction books.

My child asks “how,” “why,” and “what if” questions and discusses the chances of a particular outcome.

My child explores topics of interest and reads longer stories and chapter books independently.

My child can supply the major points in fiction and non-fiction books.

My child understands and reads graphs and charts.

My child is starting to use metaphors and other literary forms in his writing.

My child uses information he has gathered and his own reasoning to support his thinking.

My child reads and reads a map together.

My child correctly spells words he has studied.

My child reads and reads a map together.

Building reading skills by trying activities like those on PAGE 4.

Use the checklist on the back page to think about your child’s reading skills.
Shining Stars
SECOND & THIRD GRADERS
LEARN TO READ

CHECKLIST
FOR PARENTS OF SECOND & THIRD GRADERS
Three skills usually develop during grades two and three. Talk with your child’s teacher if you have questions.

SECOND GRADE
A My child knows how to use the color of print to help him figure out unfamiliar words.
B My child reads many sight words and regularly spells one- and two-syllable words.
C My child understands second grade fiction and nonfiction, and he can find the main idea of a story.
D My child reads and understands second grade fiction and nonfiction, and he can find the main idea of a story.
E My child reads many short stories and can retell the main events.

SECOND GRADE
F My child knows how to use the rules of phonics to help him figure out unfamiliar words.
G My child reads many sight words and regularly spells one- and two-syllable words.
H My child reads many short stories and can retell the main events.
I My child reads many short stories and can retell the main events.
J My child reads many short stories and can retell the main events.
K My child reads many short stories and can retell the main events.
L My child reads many short stories and can retell the main events.
M My child reads many short stories and can retell the main events.
N My child reads many short stories and can retell the main events.
O My child reads many short stories and can retell the main events.

SECOND GRADE
P My child knows how to use the rules of phonics to help him figure out unfamiliar words.
Q My child reads many sight words and regularly spells one- and two-syllable words.
R My child reads many short stories and can retell the main events.
S My child reads many short stories and can retell the main events.
T My child reads many short stories and can retell the main events.
U My child reads many short stories and can retell the main events.
V My child reads many short stories and can retell the main events.
W My child reads many short stories and can retell the main events.
X My child reads many short stories and can retell the main events.
Y My child reads many short stories and can retell the main events.
Z My child reads many short stories and can retell the main events.

SECOND GRADE
A My child knows how to use the color of print to help him figure out unfamiliar words.
B My child reads many sight words and regularly spells one- and two-syllable words.
C My child understands second grade fiction and nonfiction, and he can find the main idea of a story.
D My child reads and understands second grade fiction and nonfiction, and he can find the main idea of a story.
E My child reads many short stories and can retell the main events.
F My child reads many short stories and can retell the main events.
G My child reads many short stories and can retell the main events.
H My child reads many short stories and can retell the main events.
I My child reads many short stories and can retell the main events.
J My child reads many short stories and can retell the main events.
K My child reads many short stories and can retell the main events.
L My child reads many short stories and can retell the main events.
M My child reads many short stories and can retell the main events.
N My child reads many short stories and can retell the main events.
O My child reads many short stories and can retell the main events.
P My child reads many short stories and can retell the main events.
Q My child reads many short stories and can retell the main events.
R My child reads many short stories and can retell the main events.
S My child reads many short stories and can retell the main events.
T My child reads many short stories and can retell the main events.
U My child reads many short stories and can retell the main events.
V My child reads many short stories and can retell the main events.
W My child reads many short stories and can retell the main events.
X My child reads many short stories and can retell the main events.
Y My child reads many short stories and can retell the main events.
Z My child reads many short stories and can retell the main events.

SECOND GRADE
A My child knows how to use the color of print to help him figure out unfamiliar words.
B My child reads many sight words and regularly spells one- and two-syllable words.
C My child understands second grade fiction and nonfiction, and he can find the main idea of a story.
D My child reads and understands second grade fiction and nonfiction, and he can find the main idea of a story.
E My child reads many short stories and can retell the main events.
F My child reads many short stories and can retell the main events.
G My child reads many short stories and can retell the main events.
H My child reads many short stories and can retell the main events.
I My child reads many short stories and can retell the main events.
J My child reads many short stories and can retell the main events.
K My child reads many short stories and can retell the main events.
L My child reads many short stories and can retell the main events.
M My child reads many short stories and can retell the main events.
N My child reads many short stories and can retell the main events.
O My child reads many short stories and can retell the main events.
P My child reads many short stories and can retell the main events.
Q My child reads many short stories and can retell the main events.
R My child reads many short stories and can retell the main events.
S My child reads many short stories and can retell the main events.
T My child reads many short stories and can retell the main events.
U My child reads many short stories and can retell the main events.
V My child reads many short stories and can retell the main events.
W My child reads many short stories and can retell the main events.
X My child reads many short stories and can retell the main events.
Y My child reads many short stories and can retell the main events.
Z My child reads many short stories and can retell the main events.

SECOND GRADE
A My child knows how to use the color of print to help him figure out unfamiliar words.
B My child reads many sight words and regularly spells one- and two-syllable words.
C My child understands second grade fiction and nonfiction, and he can find the main idea of a story.
D My child reads and understands second grade fiction and nonfiction, and he can find the main idea of a story.
E My child reads many short stories and can retell the main events.
F My child reads many short stories and can retell the main events.
G My child reads many short stories and can retell the main events.
H My child reads many short stories and can retell the main events.
I My child reads many short stories and can retell the main events.
J My child reads many short stories and can retell the main events.
K My child reads many short stories and can retell the main events.
L My child reads many short stories and can retell the main events.