



Science of Reading Family Toolkit: 2nd Grade

 CITY OF CLEVELAND
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What is a Family Toolkit?

We believe families are an under-utilized resource and partner. As we all know, learning starts at home. For too long, families have not been provided usable resources to support their own child's reading development. This toolkit is meant to provide you with real resources you can use at home with your child that will improve their reading skills.

In this toolkit, you can find:

- **Checklist**: This is a broad literacy skills checklist to see what your Kindergarten child should know by the end of Kindergarten.
- **Screener**: A screener is a short assessment you can give your child that shows what they know and do not know of the Kindergarten literacy skills and can help you see growth over time.
- **Routines**: These are general routines that you can use with your child to build and support their literacy skills.
- **Flashcards**: Printable flashcards set to use with your child with directions for parents on the back!
- **2nd Grade Decodables**: These are decodable texts that you can use with your Kindergartener to practice their reading.

How to Use the Toolkit:

- 1) Use the **Screener** to identify your child's current reading skills.
- 2) Review the **Checklist** to identify areas to practice.
- 3) Utilize the **Routines, Flashcards, Decodables, and Activities** to grow their skills.
- 4) Use the resources daily for 15 minutes with your child.
- 5) Provide praise and recognition to your child for their hard work and growth.
- 6) Continue to work all year long until the **Checklist** is complete.

Second Grade Checklist

This checklist is a simple outline of what your kid should know by the end of Second Grade. It is not all inclusive, it is simply a tool for you to understand where your child should be for specific focused skills related to the Science of Reading.

- Reads words with common vowel teams (e.g., "boat," "rain").
- Can segment and manipulate sounds in words with blends or digraphs (e.g., "shark" becomes /sh/, /a/, /r/, /k/).
- Can substitute or delete sounds to make new words (e.g., change "flop" to "flip").
- Reads words with more advanced vowel combinations (e.g., "ea" in "meat,")
- Reads words with r-controlled vowels.
- Knows common prefixes (e.g., "un-," "re-") and suffixes (e.g., "-ing," "-ed").
- Can break down and read longer, multiple syllable words (e.g., "wonderful," "unhappy").
- Can read irregularly spelled words (e.g., "said," "laugh") without needing to decode.
- Continues mastering new sight words appropriate for second grade (e.g., "always.")
- Reads aloud fluently, with appropriate expression, pacing, and attention to punctuation.
- Uses context from a sentence or story to figure out the meaning of unfamiliar words.
- Can identify and explain common compound words (e.g., "sunflower") and contractions
- Can identify the main idea of a story and explain how specific details support it.
- Uses text and illustrations to make inferences about characters, settings, or events.
- Can summarize longer texts, focusing on key events and important details.
- Can identify the beginning, middle, and end of stories, problems and solutions.
- Can answer both literal and inferential questions about a text.
- Applies phonics patterns to spell words correctly, and spells many high-frequency words accurately.

Second Grade Literacy Screener: Directions for Family

What is a literacy screener? A screener is a quick assessment of the Kindergarten literacy skills that students know and do not know. It is used to give you, as the family member, an idea of where your child is starting off and can help you understand how to support your student with their literacy skills. The screener is testing skills your child has not learned yet and is simply a tool for you to understand where your child is and what they still need to learn by the end of Kindergarten.

What should the literacy screener not be used for? In no way should the literacy screener be used to judge your child and it is not meant to tell you whether they are behind or ahead of their peers. They have not learned the skills yet! It really is just for you to understand where they are and what skills they need support with. All the skills in the screener can be directly supported by you with the items in this toolkit!

Can I give the screener multiple times? One reason you might give the screener multiple times is for you as their family member to see your child's growth throughout the year! If you are giving it multiple times it should be at the beginning of the year, the middle of the year and the end of the year to see growth! Do not give it multiple times close together. It takes time to build and learn these skills!

How long should the literacy screener take? The literacy screener should take right around 10 minutes!

What should I do if my child does not know an answer? Say no problem and move on! We do not want children to feel frustrated! We know they have not yet learned these skills and it is just to see what they do and do not know.

How should I introduce the screener to my child? Say that you want to be able to support them with their reading this year because you love them and you know how important reading is! Tell them how excited you are to see what they learn in Kindergarten. Tell them you are going to ask them some questions to see what they do and do not know! Say that they haven't learned these yet so it is totally fine if they do not know! You just want to understand so you can help their teacher teach them by doing some work with them at home.

Should I score the screener? Use the scoring guide provided to take notes on what your child does and does not know so you can better support them and/or see their growth as the year progresses!

What else do I need to know? Make sure you find a quiet, distraction-free place to give the screener to your child!

Second Grade Literacy Screener: Parent Script

Part 1: Reading Words with Common Vowel Teams

Time: 1 minute

Materials: Student screener handout.

- **Instructions:** Ask your child to read each word in Part 1 of the student screener handout. Point to each word one at a time.
- **Prompt:** "The purpose of this section is for you to read words with common vowel teams. Read each word one at a time. Do your best!"

Part 2: Segmenting and Manipulating Sounds

Time: 1 minute

Materials: None

- **Instructions:** This is an oral activity. Use the prompts to ask your child the two questions orally.
- **Prompt:**
 - "Listen to the word shark. What sounds do you hear in the word shark?"
 - "We have the word flop. We want to change the word to flip. What sound changed?"

Part 3: Reading Words with R-Controlled Vowels

Time: 1 minute

Materials: Student screener handout.

- **Instructions:** Ask your child to read each word in Part 3 of the student screener handout. Point to each word one at a time.
- **Prompt:** "The purpose of this section is for you to read words with r-controlled vowels. Read each word one at a time. Do your best!"

Part 4: Prefixes and Suffixes

Time: 1 minute

Materials: Student screener handout.

- **Instructions:** In this section, you are going to ask your child questions to gauge their understanding of the meaning of prefixes and suffixes. Use the prompts for questions below.
- **Prompt:** "The purpose of this section is for us to see what common prefixes and suffixes you know. I am going to ask you some questions orally and you will tell me your answer."
 - "Question 1 - What does the word unhappy mean?"
 - "Question 2- What changes in the meaning if we take the word jump and make it jumping?"

- "Question 3 - What happens to the meaning of the word if we add ed to the end of talk, making it the word talked?"
- "Question 4 - What does the word rewrite mean?"
- "Question 5 - What does the word hopeful mean?"

Part 5: Reading Multisyllabic Words

Time: 1 minute

Materials: Student screener handout.

- **Instructions:** Ask your child to read each word in Part 5 of the student screener handout. Point to each word one at a time.
- **Prompt:** "The purpose of this section is for you to read multisyllabic words. Read each word one at a time. Do your best!"

Part 6: Short Decodable Passage

Time: 1 minute

Materials: Student screener handout.

- **Instructions:** Ask your child to read the passage below within one minute. Stop your timer after exactly one minute and your child can stop reading. Mark where your child left off and any missed, incorrect or skipped words on the scoring sheet. If your child does not get a word within 3-5 seconds, give them the word and mark it as incorrect.
- **Prompt:** "In this section I want you to read a short passage or text. I am only going to have you read for one minute, after my timer goes off you can stop reading. Do the best you can!"

Second Grade Literacy Screener: Student Handout

Part 1: Reading Words with Common Vowel Teams

boat	rain	team	road	green
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Part 3: Reading Words with R-Controlled Vowels

car	bird	star	fern	horn
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Part 5: Reading Multisyllabic Words

wonderful	unhappy	playground	creeping	splinter
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Part 6: Oral Reading Fluency

Math Class

I love all of my classes, but I think math is the best subject. Miss Raven lets us have music on while testing. We take tests on the class tablets. On the tablets, we must add to find sums that equal one hundred. Miss Raven insists we take the tests solo. For me, basic problems take no time to solve. On the last test, there was a long problem I did not think I could solve. It felt like a secret I could not unlock. I was tempted to give up, but I checked my math. At once I could see what I missed. I fixed my mistake. When I finished the test, I gave my tablet to Miss Raven. She looked at the results and said that I passed!

Second Grade Literacy Screener: Scoring

Part 1: Reading Words with Common Vowel Teams		
Scoring Directions	Recording Space	Where My Child is At
Put a small X through each word your child does not read correctly.	<input type="checkbox"/> boat <input type="checkbox"/> rain <input type="checkbox"/> team <input type="checkbox"/> road <input type="checkbox"/> green	Mastery: Correctly reads 5 words. Emerging: Correctly reads 3-4 words. Needs Support: Correctly reads less than two words.
What parts of the Literacy Toolkit support my child with this skill? Practice this with the aligned flash card set with your child!		

Part 2: Segmenting and Manipulating Sounds		
Scoring Directions	Recording Space	Where My Child is At
Question 1: You should hear your child say the following sounds: /sh/, /a/, /r/, /k/ Mark any sound your child does not say. Question 2: The answer should be /o/ to /i/.	Question 1: <input type="checkbox"/> /sh/ <input type="checkbox"/> /a/ <input type="checkbox"/> /r/ <input type="checkbox"/> /k/ Question 2 <input type="checkbox"/> My child was incorrect.	Mastery: Correctly answers both questions. Emerging: Correctly answers one of the questions. Needs Support: Answers neither question correctly.
What parts of the Literacy Toolkit support my child with this skill? This is a Kindergarten and First grade skill. If you refer to the Kindergarten and/or First grade toolkits, in the car routine section there are oral routines you can practice this skill with your child.		

Part 3: Reading Words with R-Controlled Vowels		
Scoring Directions	Recording Space	Where My Child is At
Put a small X through each word your child does not read correctly.	<input type="checkbox"/> car <input type="checkbox"/> bird <input type="checkbox"/> star <input type="checkbox"/> fern <input type="checkbox"/> horn	Mastery: Correctly reads 5 words. Emerging: Correctly reads 3-4 words. Needs Support: Correctly reads less than two words.
What parts of the Literacy Toolkit support my child with this skill? Practice this with the aligned flash card set with your child!		

Part 4: Prefixes and Suffixes

Scoring Directions	Recording Space	Where My Child is At
Mark each incorrect answer.	Question 1: <input type="checkbox"/> Answer: Not happy Question 2: <input type="checkbox"/> Jumping, currently Question 3: <input type="checkbox"/> It makes it past tense Question 4: <input type="checkbox"/> Writing it again Question 5: <input type="checkbox"/> Feeling hope; full of hope	Mastery: Correctly answers all 5 questions. Emerging: Correctly answers 3-4 questions. Needs Support: Answers less than three questions correctly.

What parts of the Literacy Toolkit support my child with this skill? Practice prefixes and suffixes when reading independently and orally during the routine. These are words you can point out and ask the meaning of as your child reads aloud to you! Also, these are great words to point out in everyday life.

Part 5: Multisyllabic Words

Scoring Directions	Recording Space	Where My Child is At
Put a small X through each word your child does not read correctly.	<input type="checkbox"/> wonderful <input type="checkbox"/> unhappy <input type="checkbox"/> playground <input type="checkbox"/> creeping <input type="checkbox"/> splinter	Mastery: Correctly reads 5 words. Emerging: Correctly reads 3-4 words. Needs Support: Correctly reads less than two words.

What parts of the Literacy Toolkit support my child with this skill? Practice this with the aligned flash card set with your child! This is also supported through reading the decodable texts and independent/oral reading routines.

Part 6: Short Decodable Passage

Scoring Directions

Recording Space

Where My Child is At

Scoring Directions: Set your timer for one minute. When your timer goes off, your child should stop reading.

Mark where your child left off if they were not able to finish the entire passage within one minute.

Mark each word your child got incorrect or skipped by crossing it out on the recording space below. If you tell your child a word, mark it as incorrect.

To score, you will count the words your child read correctly within one minute. (There are 61 words in the passage.)

Recording Space

Math Class

I love all of my classes, but I think math is the best subject. Miss Raven lets us have music on while testing. We take tests on the class tablets. On the tablets, we must add to find sums that equal one hundred. Miss Raven insists we take the tests solo. For me, basic problems take no time to solve. On the last test, there was a long problem I did not think I could solve. It felt like a secret I could not unlock. I was tempted to give up, but I checked my math. At once I could see what I missed. I fixed my mistake. When I finished the test, I gave my tablet to Miss Raven. She looked at the results and said that I passed!

Where My Child is At

Fluent: Correctly reads 84+ words within one minute at the beginning of the year, 109+ words in the middle of the year, and 124+ words by the end of the year. Your child is reading fluently for their grade level.

Developing Fluency: Correctly reads between the fluent and emerging number of words within one minute. Your child is developing fluency and needs some support to work toward grade-level fluency.

Emerging: Correctly reads **less than** 50 words at the beginning of the year, 84 words in the middle of the year and 100 words at the end of the year in a minute. Your child needs more support to reach grade-level fluency expectations.

What parts of the Literacy Toolkit support my child with this skill? The more your child practices reading, the better they will become at reading fluency. Follow the reading routines for after school and weekends! In addition, you could practice fluency by doing the following:

- Choral reading: Read a sentence, two or three of any second grade level text together at the same time, to practice fluent reading.
- Repeated Reading: Have your child repeat after your fluent reading for chunks of text, mimicking your fluency.
- Oral Reading practice: Your child needs to continually practice reading aloud and receiving feedback on their reading aloud!

Second Grade Reading Routines

Research shows that a second grader's attention span is between 10-20 minutes! It does not take long to support your child's literacy development. Below are routines you can engage in with your child to advance their skills and knowledge. All the resources you will need can be found in this toolkit!

Daily Independent Reading

Second graders should read between 10-20 minutes every day. This should be the priority.

- 5-10 minutes of the 10-20 daily minutes, at least should be reading done out loud to an adult. When your child is reading out loud, give feedback on reading accuracy and fluency when needed!
- Reading should be done in decodable texts provided below or grade-level appropriate picture or chapter books.
- After Reading, ask your child: What did you learn? What happened in the text? Or ask more specific questions about characters, etc.

Other Literacy Activities

- **Use the flashcard sets.** Use the flashcard sets to practice second grade skills. Use the data you gathered on the screener assessment to help them practice what they still need.
- **Practice spelling and high frequency words.** Practice spelling combinations or high frequency words, using the list, in shaving cream, with magnets, etc. Think of fun ways to practice!
- **Writing practice.** Buy a notebook and have your child write about their week! Then, write them back.

2nd Grade Flashcards

What are flashcards used for? Flashcards are a great way to practice literacy skills with your child! Cut out the cards and use them as practice. Brain research shows the more we repeat practicing, the more children (or adults!) will remember the things we practice.

We can use flashcards to teach new things but mostly, we use them to practice skills we have already learned!

Sets of 2nd Grade Flashcards

- Set 9: [Blend Words](#)
- Set 11: [Digraph Words](#)
- Set 12: [R-controlled Vowels](#)
- Set 13: [R-controlled Vowel Words](#)
- Set 15: [Silent -e Long Vowel Words](#)
- Set 16: [Long Vowel Teams](#)
- Set 17: [Long Vowel Team Words](#)
- Set 18: [Irregular Vowel Teams](#)
- Set 19: [Irregular Vowel Team Words](#)
- Set 20: [Multisyllabic Words](#)

How should I use these flashcards? Flashcards should be used during the after school and/or weekend routine.

1. Use the screener to determine what your child is ready for! These flashcards go in order of progressing skills.
 - For example, if your child struggled with some of their letter blends - start with using one every few days they did not know and a short time reviewing the ones they do.
2. Print the flashcards. Cut down the middle and fold them in half. (The script will appear on the back of every card.)
3. There are How To instructions with each flashcard set! Make sure to read those before you get started.
4. There are introduction cards (with a picture) and review cards (without a picture) in each set.
5. You do not, and should not, do every flash card every time.
6. Flashcards should be used for 5-10 minutes at a time.

Second Grade Decodables

What is a decodable text? A decodable text is a book or story that mostly uses letter sounds and patterns that students have already learned. This way, when students read they don't need to guess what a word is - they can decode it (or sound it out!) Practicing reading with decodable texts allows students to practice their phonics skills.

How should I use a decodable text with my student?

Preview the Text	Read the title together. Ask: "What might this text be about?"
Read the Text	Allow your child to read out loud to you. They should be able to read *most of the text independently.
What should I do when my child is stuck?	<p>Is your child stuck on a CVC word with sounds they already know? If so, ask your child to sound out the word. Support them where they might be stuck on sounds. Then, they should blend the sounds together to make the word. After, have them repeat the word.</p> <p>Is the word your child stuck on an irregular word, sight word or have sounds/patterns your child does not know yet? No problem. Read the word out loud to them.</p>
Comprehension	At the end of the text, ask your child to either draw a picture or verbally tell you "what was this text about?"
Order of Decodable Texts	<p>Use the decodable texts that match the skills your child is working on or has learned. They are, for the most part, in a usable order.</p> <p>Kids should not read decodable texts that include skills they have not yet learned.</p>

Second Grade Decodable Texts

A Cake Mishap	Vowel Teams
A Hike	
A Steep Hill	
A Team That Works	
Are You Like a Fish	
Beans and Pie	
Bugs	
First Skates	
Gray Mule	
Hens and Drakes	
Jakes Cake	
Jump Rope	
Late for the Plane	
Lost Bike	
Mike and Red Jeep	
Mittens Steals the Show	
Neat Ned	
Saturday Jobs	
Seals in the Sea	
Snap	
Stan the Seal	
Teamwork	
The Funny Bird	
The Peach Queen	
The Winning Goal	
The Insect Mascot from Reading Universe (PDF)	Multi Syllable Words
A Picnic with Pals from Reading Universe (PDF)	

The Man with the Velvet Hat from Reading Universe (PDF)		
The Red Robin Racket from Reading Universe (PDF)		
The Tennis Match from Reading Universe (PDF)		
Watching the Buffalo and Elk from Reading Universe (PDF)		
The Sibling Squabble from Reading Universe (PDF)		
The Math Problem from Reading Universe (PDF)		
The Homesick Pilot from Reading Universe (PDF)		
Duke from Reading Universe (PDF)		
The Stampede from Reading Universe (PDF)		
The Extreme Race from Reading Universe (PDF)		
How to be an Inventor from Beyond Decodables (PDF)		
A Cricket Sings from Flyleaf Publishing (virtual text)		Words with Endings
Stink Bug from Flyleaf Publishing (virtual text)		
Grandma Dot from Flyleaf Publishing (virtual text)		
Fun in Winter, Spring, Summer, Fall from Flyleaf Publishing (virtual text)		
Just a Box from Flyleaf Publishing (virtual text)		
Am I Lucky? from Flyleaf Publishing (virtual text)		
Hints of Fall from Flyleaf Publishing (virtual text)		
I Like Spectrums from Flyleaf Publishing (virtual text)		
I Sang a Song to Spring from Flyleaf Publishing (virtual text)		
Balls from Flyleaf Publishing (virtual text)		
Insects from Flyleaf Publishing (virtual text)		
Dogs from Flyleaf Publishing (virtual text)		
I Can Plant a Seed from Flyleaf Publishing (virtual text)		
Sack Lunches from Reading Universe (PDF)		
Genius Gia and the Kid Creators from Beyond Decodables (PDF)		
Genius Gia and the Safe Streets from Beyond Decodables (PDF)		

Genius Gia Goes to the Zoo from Beyond Decodables (PDF)		
Genius Gia and the Kaleidoscope from Beyond Decodables (PDF)		
Genius Gia Stays Home from Beyond Decodables (PDF)		
Marvin's Trip to Mars from Flyleaf Publishing (virtual text)	r-Controlled Vowels	
A Sled Dog Morning from Flyleaf Publishing (virtual text)		
Fir Tree Circus from Flyleaf Publishing (virtual text)		
Pearl Learns A Lesson from Flyleaf Publishing (virtual text)		
Living on the Farm from Reading Universe (PDF)		
The Forts from Reading Universe (PDF)		
Murl and the Robin from Reading Universe (PDF)		
Checking on the Surf from Reading Universe (PDF)		
The Art Party in the Garden from Reading Universe (PDF)		
Stormy the Horse from Reading Universe (PDF)		
Ports and Harbors from Reading Universe (PDF)		
Lin-Lin and the Seagulls from Flyleaf Publishing (virtual text)		Vowel Digraphs
Shep the Sheep of Caladeen from Flyleaf Publishing (virtual text)		
Tracking with Uncle Joe from Flyleaf Publishing (virtual text)		
Plates, Quakes, and Glowing Magma from Flyleaf Publishing (virtual text)		
Snail Hits the Trail from Flyleaf Publishing (virtual text)		
Keeping Track of Snail Facts from Flyleaf Publishing (virtual text)		
Oh My! It Must Be The Sky! from Flyleaf Publishing (virtual text)		
Butterfly Life Cycle from Flyleaf Publishing (virtual text)		
Bon-Bon Downtown in Cow from Flyleaf Publishing (virtual text)		
Margaret Strong, Toy Collector from Flyleaf Publishing (virtual text)		
Planets, Asteroids, and Our Solar Systems from Flyleaf Publishing (virtual text)		
The Yellow Boat from Reading Universe (PDF)		

Seeking Nuts for Winter from Reading Universe (PDF)	
Fay's Birthday Party from Reading Universe (PDF)	
Dinner by the Fire from Reading Universe (PDF)	
Jeans for Pru from Reading Universe (PDF)	
The Field Trip to the Zoo from Reading Universe (PDF)	
Caleb's Cookbook from Reading Universe (PDF)	
Youth Troop Soup! from Reading Universe (PDF)	
The Jigsaw Puzzle from Reading Universe (PDF)	
Troy's Pink Pig from Reading Universe (PDF)	