

Grade 2 — Reading Strategies

Part I: Decoding Strategies: figuring out words we don't know.

Puzzle Strategy – Take words apart like a puzzle and look for pieces that you know. (sounding out the word)

Caboose – Look at the endings of the word (-s, -er, -ing, -ed, -tion, -es). Take off the ending to make the word shorter and easier to figure out.

Nate the Great – Look hard at the picture clues and the word. Often times the picture will help tell you the word. Or see if there is a word family (part of a word that you already know) that will help you figure out the word.

Running Start – Go back to the beginning of the sentence and read quickly to the unknown word; see if you can jump over it. Sometimes when we get a running start, the unknown word naturally becomes part of the sentence as we figure it out from the context of the rest of the sentence.

Leap Frog – Leap over the word and read to the end of the sentence. Then, GO BACK to the beginning of the sentence and re-read. This, again, is a way to use the context of the sentence to figure out an unknown word.

Frog & Toad – If you've tried at least two other strategies, you can ask a friend for help.

MSSLL (Missle) – “Makes Sense Sounds Like Language”

First, try Running Start. Next, look at the beginning letter(s) of the word. Then, make a prediction about what the unknown word might be. Finally, go back and re-read the sentence with the predicted word and ask yourself, “Does it make sense in the sentence? Does the sentence sound like real language?”

Viola Swamp – Used primarily with hard names. If you've tried Running Start, Leap Frog, and MSSLL, then just substitute a word that would make sense and then keep going.

Grade 2 — Reading Strategies

Part II – Comprehension Strategies: Making sure we understand what we're reading.

Summarizing – Re-telling what happens in a story using our own words. Being sure we understand what has already happened in the story before we continue reading.

Monitoring – we have two types of monitoring:

Monitoring for *Speed*: making sure we are not reading too fast or too slow

Monitoring for *Understanding*: making sure we're understanding what we're reading.

Clarifying – Re-reading or going back in the story to clarify any details we have forgotten or did not fully understand. Being sure we understand what has already happened. (goes hand-in-hand with monitoring)

Visualizing – Making a movie in our mind of the story; “seeing” what happens in the story.

Asking Questions – Asking questions about what has happened, and what might happen in the story. Also asking questions about how characters might be feeling, or why they might be doing something. (“I wonder....”)

Predicting – guessing what might *logically* happen next in a story. Prediction may not always be correct, but they always make sense with what is happening in the story.

Inferring – making an “educated guess” about what will happen or what an author means. Uses context clues to figure out what will happen, or how a character is feeling, etc., especially when it is not explicitly stated.

Making Connections – We can make two types of connections:

Text-to-Self Connections – relating an event in the story to something that has happened in our own life/experience. Something in the story reminds us of something we have done.

Text-to-Text Connection – something we read in the story reminds of us something we read in a different story.

Making Judgments – Telling what we like and don't like about a story, and WHY

(“I like/don't like _____ because _____”)

Evaluating – Commenting on the text/story by stating opinions about what has already happened in the story. (“I think _____ because _____.”) I think Ramona's favorite season must be summer because she always wants to play outside and is gloomy when it rains.