

Checklist

FOR PARENTS OF SECOND & THIRD GRADERS

These 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 rules of phonics to help him figure out unfamiliar words.
- My child reads many sight words and regularly spelled one-and two-syllable words.
- 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 her own.
- My child answers "how," "why," and "what if" questions, and recalls information, main ideas, and details after reading.
- My child interprets information from diagrams, charts, and graphs.
- My child takes part in creative responses to stories, such as dramatizations and oral presentations.
- 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 writes for many different purposes and writes different types of compositions (for example, stories, reports, and letters).
- My child makes thoughtful choices about what to include in his writing.
- My child takes part in writing conferences, revises and edits what she has written, and attends to the mechanics of writing (spelling, capitalization, and punctuation) in her final versions.
- 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 uses parts of speech (nouns, verbs, adjectives, adverbs) correctly.
- My child learns new words through independent reading.

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THIRD GRADE

- My child uses what he knows of phonics and word parts (prefixes, roots, suffixes) to sound out unfamiliar words.
- 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 explain the major points in fiction and non-fiction books.
- My child identifies and discusses words or phrases she does not understand.
- My child asks “how,” “why,” and “what if” questions and discusses the themes or messages of stories.
- 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 understands and reads graphs and charts.
- My child uses context to gain meaning from what she reads.
- My child correctly spells words he has studied.
- My child gathers information from a variety of sources, including books, articles, and computers, and uses it in his writing.
- My child reviews her own written work for errors and works with teachers and classmates to edit and revise her work to make it clearer.
- My child is starting to use metaphors and other literary forms in his writing.
- My child discusses her writing with other children and responds helpfully to their writing.
- My child develops his vocabulary and knowledge through independent reading.
- My child builds her vocabulary through synonyms and antonyms.
- My child uses parts of speech (nouns, verbs, adjectives, adverbs) correctly.

This checklist is adapted from *A Child Becomes a Reader—Birth Through Preschool*. Get a free copy at www.nifl.gov.