Helping your child to be successful

Your child’s ability to read and write effectively will be one of the most important tools that she or he will use to build a successful future.

Be a part of your child’s learning by encouraging his or her progress and providing every-day opportunities to read and write at home.

Watch for ways to make language and writing fun.

• Keep adding new words to your conversations to expand your child’s word use.
• Share jokes and puns that use language in clever ways.
• Suggest that your child keep track of ideas and special words for writing in a journal or notebook.
• Play games such as Scrabble and Boggle, or use online programs to help with spelling and build vocabulary.

Content is what a student has written. In My New Room, the content is a description of a new bedroom. The piece stays fairly focused on the larger topic: the room and things in the room. Some supporting details help make the writing clearer (They’ll have posters on them, a walk in closet).

Organization means that the writing has a beginning, middle and end. My New Room begins with “In my new room,” describes all of the things about the room and then wraps up with “I think my room is the best room ever!!” The sentences follow each other in a sequence that can easily be followed.

Word choice means that everyday words and some interesting words are used. A few strong description words (enormous, comfy, comfortable, biggest) were included in this example.

Voice means that the student’s personality or style comes through in the writing. In My New Room, the student uses written language that sounds like talk and includes glimpses of personal feeling (I really really really like my bed and I think my room is the best room ever!!).

Sentence structure means the type of sentences used. In this example, most sentences are complete. The writer uses short, simple sentences with a variety of beginnings (In my new room . . . My closet is a walk in closet. You can also play in my room, lots of stuffed animals and some books). There is one attempt at a longer sentence (I has a really comfy chair and lots of stuffed animals.).

Conventions means spelling and punctuation. In My New Room, most punctuation and use of capital letters is correct. All everyday words are spelled correctly with one ‘s left off of “books.” At the end, students experiment with spelling and may have minor errors that do not affect the reading of the text.

Recognize the signs of a successful Writer.

Teachers look at six areas of a student’s writing to identify success, as reflected in the Provincial Achievement Standards for the end of Grade 2. My New Room is an example of acceptable writing by a student at the end of Grade 2.

You can be involved as your child learns to write.

Find everyday chances to encourage your child to write.

• Encourage your child to write in her or his daily life (e.g. a reminder, a grocery list, a letter or email to a grandparent . . . )
• Keep a family journal with your child. Ask or write questions that encourage more detail.
• Invite your child to write his or her own stories and share them with others.

• Share examples of good writing with your child.
• Read your child’s writing and comment on it. Having an interested audience is a large part of motivation.
• When your child is writing, ask questions, listen and talk together about the writing.

Help your child be a successful writer.

When looking at your child’s writing together, ask these questions with your child to build effective writing skills:

When writing...

Did I

write about something I know?

think about who I am writing this for?

share lots of description and detail?

include a title, introduction and proper ending to my writing?

organize my writing so that it makes sense?

use a variety of sentences and start them in different ways?

remember to use capital letters, periods, commas and other punctuation?

choose some exciting words for my writing?

• Include a title, introduction and proper ending to your writing.

Tear off these handy tips for helping your child develop strong reading and writing skills.

• Write a family journal with your child. Ask questions that encourage more detail.
• Invite your child to write his or her own stories and share them with others.
• Share examples of good writing with your child.
• Read your child’s writing and comment on it. Having an interested audience is a large part of motivation.

Understanding Provincial Achievement Standards in Reading and Writing

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www.gnb.ca/education
Recognize the signs of a successful reader.

In Grade 2, your child will be reading longer stories (fiction and non-fiction) independently. You and your child’s teacher can tell whether your child is learning to read successfully by watching for growth in the following reading behaviours, drawn from the Provincial Achievement Standards for the end of Grade 2.

Knowing when an error in reading happens and attempting to self-correct when reading does not make sense

Encourage your child to teach you about reading strategies he or she learns at school.

Recognizing a growing number of words automatically (on sight), such as please, friend, night, they, said

Practice reading every day. Encourage your child to read common words seen on websites, read signs, and newspapers, magazines, comics.

Improving in the use of strategies to solve unknown words

Remind your child that breaking words apart to sound them out is only one of many strategies to try when attempting to solve an unknown word. Encourage your child to consider what makes sense and/or what sounds right.

Reading familiar books or other materials smoothly and with expression

Encourage your child to read aloud and read text, using punctuation so that reading begins to sound like talking. Encourage rereading when meaning is lost or unclear.

Relating the main events of a story in order and relating what is read to real-life experiences.

After reading, encourage your child to tell the story in their own words. Ask questions about the characters and events to check for understanding.

End of Grade 2

- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- Caps for Sale by Esphyr Slobodkina
- The Three Little Wolves and the Big Bad Pig by Eugene Trivizas
- Lilly’s Purple Plastic Purse by Kevin Henkes
- All About Alligators by Jim Arnosky
- Five True Dog Stories by Margaret Davidson

Books to build reading skills

- Farmer Joe’s Hot Day by Nancy Willcox Richards
- I Was So Mad by Ann Miller (Illustrator: Mercer Mayer)
- Jillian Jiggs by Phoebe Gilman
- Amazing Grace by Mary Hoffman
- The Big Dipper by Franklyn M. Branley
- Red-Eyed Tree Frog by Joy Cowley

You can be involved as your child learns to read.

During reading, ask:

- What made this happen?
- Why did this happen next?
- Why did the author write the word this way (e.g., squiggly letters, all capitals, enlarged letters)?
- How did this label, picture or diagram help you understand (this topic)?

Before reading, ask:

- Look at the cover and title of the book. What do you think it will be about?
- Do you think this is a made-up story or an information book? How can you tell?
- What do you already know about this topic?

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After reading, ask:

- Find the part that gives information on _______.
- Why do you think ______ did this?
- Reread this part. Tell me in your own words what you learned.
- What is one way you and the character are alike? How are you different?

The Department of Education is committed to your child’s reading and writing success. If you have any questions about your child’s progress or about how you can be an active part of his or her learning, contact your child’s teacher or the provincial literacy team at 506-453-2812.

Contact Us