Characteristics of Texts and Independent Reading Behaviors for the Beginning of 2nd Grade

Text Characteristics:

Print size decreases

- •Large amounts of dialogue
- Illustrations offer less support
- •Little repetition of similar episodes
- ·Language patterns are more complex
- •Contain all parts of speech & compound sentences
- Some new content that children typically may not know
- A few abstract ideas but highly supported by text and illustrations
- Variety of dialogue- may be between more than two characters
- •Requires quick solving of new words, including three or four syllables
- •Words with more complex spelling patterns and letter-sound relationships

One day the three Billy Goats Gruff could not wait anymore. They had to eat. The little Billy Goat Gruff went across the bridge first. *Trip, trap, trip, trap.* "WHO'S THAT WALKING ACROSS MY. BRIDGE?" asked Troll.

"It's only me," said the little Billy Goat Gruff.

"I'M GOING TO EAT YOU UP!" said Troll.



Readers at this stage:

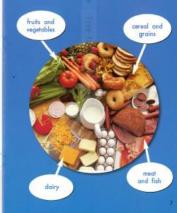
•Self-correct when necessary

- ·Make connections to other texts
- •Use skills and strategies effectively
- •Read silently for longer periods of time
- •Sustain interest and fluency on longer texts
- •Integrate pictures and text to create meaning
- •Read and understands more challenging vocabulary
- Solves new words by using word analysis and meaning
- Read with fluency and phrasing, even on unseen text
 Interprets and understand ideas and characters
 - through guided discussions

·Can attend to text over multiple sittings (shorter chapter books)

My body needs food. I eat good food every day. Fruits, vegetables, and meat make me strong. Rice, noodles, and bread are good for me, too.





Non-Fiction Text