

My Child Can!

Second Grade Booklet



The Alabama Department of Education

**An Early Literacy
Guide for Families**

The *Alabama Families Read-at-Home Guide* was designed to provide a variety of standards-based resources for regular, family-guided, home reading.



My Child Can! Second Grade Booklet

An Early Literacy Guide for Families

Dear Families,

The *My Child Can! Second Grade Booklet*, developed by the Alabama State Department of Education, is a guide to help Alabama families understand the critical reading knowledge expected to be mastered at the end of Second Grade by all Alabama students. We know that families are a child's first teacher in life and understand the learning needs of their child. Families are essential in setting high expectations for learning and encouraging their child's academic achievement, growth, and success! Your active participation and partnership with your child's teacher and school, along with reading support at home, is critical to their success in meeting the assessment standards established in Alabama.

This resource guide includes:

-  The Alabama English Language Arts Course of Study Standards.
-  An explanation of what your child can do with your help.
-  Unplugged activities your family can do.
-  Interactive resources designed for your child.
-  Resources designed to assist you in supporting your child's learning.



Parent
Videos



Parent
Articles



Printable
Activities



Online
Games



Videos for
Kids



Songs for
Kids

Please use the *My Child Can! Second Grade Booklet: An Early Literacy Guide for Families* to help your child continue the joy of learning at home.



ELA Critical Standards

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Language Standards 11



Second Grade

Reading Standards for Literature



Alabama ELA Course of Study Standards

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.



My Child Can

1. My child can ask and answer who, what, where, when, why, and how questions to demonstrate understanding of a story.
2. My child can retell stories, including diverse fables and folktales, and name the central lesson learned.
3. My child can describe how characters in a story react to events and respond to different challenges.



Families Can

Read a story aloud to your child, read a story with your child, or listen as your child reads a story aloud to you.

Ask your child to **retell** the story. Ask questions such as the following:

How did the story begin?

Who were the characters in this story?

Where did the story take place?

What happened next?

How did the story end?

What was the main problem in the story?

How was the problem solved?

Did the character change from the beginning of the story to the end of the story?



Digital Resources for Children



[Room Recess:
Main Idea Game](#)



[Room Recess:
Main Idea Video](#)



[Storyline Online:
Video Books](#)



Digital Resources for Parents



[Read Brightly: 50
Best Books for 7-
and 8-Year-Olds](#)

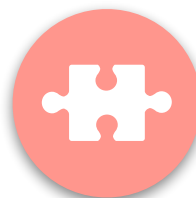


[FCRR: Story
Element
Activities](#)



[FCRR: Character
Characteristics](#)

Second Grade Reading Standards for Literature



Alabama ELA Course of Study Standards

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.



My Child Can

5. My child can describe the overall *structure* of a story, explaining the purpose of the beginning and ending of a story.
7. My child can use information gained from the pictures and words to show understanding of characters, setting and plot.
8. My child can compare and contrast two or more versions of the same story.



Families Can

After Reading: Ask your child specific questions about the story.

- Who were the characters in this story? What kind of traits did the character have (happy, sad, kind, friendly, disrespectful, mischievous, jealous)?
- Did the character change from the beginning of the story to the end of the story?
- Where did this story take place (setting)? Did the setting change throughout the story?
- What was the problem in the story? How did this problem get solved? Is there a lesson to learn from this story?



Digital Resources for Children



RoomRecess:
Compare and
Contrast



CPalms:
Compare and
Contrast



eSpark: Using
Pictures and
Words to Help
Understand Text



Digital Resources for Parents



Read Brightly:
Multicultural Fairy
Tales



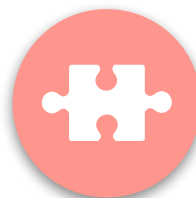
FCRR: Story
Element
Activities



FCRR: Story
Pieces

Second Grade

Reading Standards for Informational Text



Alabama ELA Course of Study Standards

10. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



My Child Can

10. My child can ask and answer questions to show understanding of important details in an informational text.
11. My child can identify the main purpose of an informational text.
12. My child can explain the connection between two or more historical events, scientific concepts, or steps in a technical process.



Families Can

Before Reading:

Previewing a text and asking questions are two terrific ways to navigate nonfiction texts. Enjoy spending more time with some fascinating informational books!

During Reading:

Help your child use a map or graphic organizer to keep track of the main ideas of each paragraph.

After Reading:

Have your child combine his or her list of main ideas to name what the entire text was mostly about.

Help your child create a timeline to sequence the historical events mentioned in the text.

Help your child show how scientific ideas or concepts are the same and how they are different.



Digital Resources for Children



[PBS Kids: Molly of Denali](#)



[CPALMS: Tropical Travels](#)



[National Geographic Kids!](#)



Digital Resources for Parents



[Reading Rockets: How to Read Nonfiction](#)



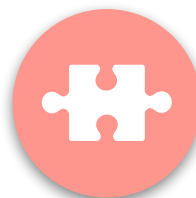
[FCRR: Just the Facts](#)



[BrainPop: 5 Ws: A Graphic Organizer](#)

Second Grade

Reading Standards for Informational Text



Alabama ELA Course of Study Standards

- 15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 18. Compare and contrast the most important points presented by two texts on the same topic.



My Child Can

- 15. My child can identify the main purpose of the text, including what the author wants to answer, explain, or describe.
- 18. My child can compare and contrast the main ideas of two informational texts on the same topic.



Families Can

Ask your child to identify the reasons why the author wrote a text, such as: What was the author trying to answer? explain? describe?

It's also a good practice to ask your child to *show evidence* from the text when responding to questions. Your child can reference specific details in the text to support his or her thinking.

Help your child by completing a thinking map to show what ideas are alike and different between two texts on the same topic.



Digital Resources for Children



Room Recess:
Author's Purpose



CPALMS: Storms



National Geographic Kids!



Digital Resources for Parents



Brightly: Strategies to Improve Nonfiction Comprehension



FCRR: Compare and Contrast



FCRR: Author's Purpose

Second Grade

Reading Standards: Foundational Skills



Alabama ELA Course of Study Standards

20. Know and apply grade-level phonics and word analysis skills in decoding words.



My Child Can

20. My child knows and applies grade-level phonics and word analysis skills in reading words.



Families Can

- Listen to your child read aloud.
- Write down any words your child reads incorrectly.
- Look for patterns. What types of words does your child need to practice: words with regularly spelled long and short vowels, words with affixes, or high frequency words?

Use the resources below to play a related word game.



FCRR: Long and Short Vowels



FCRR: Affix Hunt



FCRR: High Frequency Words



Digital Resources for Children



Turtle Diary: Long and Short Vowels



ABCYA: Slimezilla vs Compound Words



Kids Academy: Dividing Words into Syllables



Digital Resources for Parents



IES Recommendation 3: Blending Letters, Recognizing and Reading Words



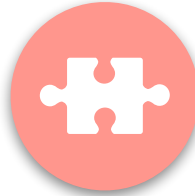
Change a Letter, Change the Word



Change a Letter, Change the Word

Second Grade

Reading Standards: Foundational Skills



Alabama ELA Course of Study Standards

21. Read with sufficient accuracy and fluency to support comprehension.



My Child Can

21. My child can read books accurately and fluently in order to understand what he or she reads.



Families Can

- * Model Fluent Reading: Read aloud often and with expression. Reading aloud helps your child understand what fluent reading sounds like.
- * I Read/You Read: You and your child take turns reading a book, making sure he/she is following along or whisper reading along when it's not his/her turn.
- * Echo Read – You read and then the child reads the exact same sentence, using the parent's model of fluent reading to guide how to change his/her voice to match the text for phrasing, expression, accuracy, etc.
- * Choral reading together, as one. Both parent and child reads the page aloud. This helps model appropriate pace and intonation, and encourages your child to match his/her voice to what your voice is doing.
- * Fill-in-the-Blank Reading – You read a sentence but leave out certain words for your child to fill in. This helps your child practice automatic recognition of sight words and familiar vocabulary using the context.



Digital Resources for Parents



Scholastic: Digital Books for Choral Reading



Choral and Echo Reading



Understood: Why Kids Read Slowly



FCRR: Listen to Me Read



IES Recommendation 4: Reading for Understanding



What Reading Fluency Looks Like in Second Grade

Second Grade Writing Standards



Alabama ELA Course of Study Standards

22. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
23. Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
24. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
25. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed, by revising and editing.



My Child Can

22. My child can write an opinion piece by stating an opinion, supporting that opinion with reasons, and providing a concluding statement.
23. My child can write an informative or explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement.
24. My child can write a story in order, include details to describe actions, thoughts, and feelings, and provide a sense of closure.
25. With my help, my child can focus on a topic and strengthen his or her writing by revising and editing.



Families Can

A Day in the Life

Use a disposable camera or a phone to capture one day in your child's life. Start the day by photographing your child asleep just before you wake him or her. Then have your child take a photo every hour throughout the entire day. (Set a timer to help you remember.)

The next day help your child write the details that explain each picture telling why he or she picked the subject, and why it is important to his or her day. Make a title page by writing "A Day in the Life of ...".

Publish the book using construction paper and yarn. Keep the book forever, and show it to everyone. Talking about your child's ideas is a crucial part of writing. It helps your reluctant writer capture those elusive details that sometimes scramble in the brain.

<https://www.greatschools.org/gk/articles/seven-ways-to-encourage-kids-writing/>



Digital Resources for Parents



[Understood: Graphic Organizers to Help Kids with Writing](#)



[Scholastic: Narrative Graphic Organizer](#)



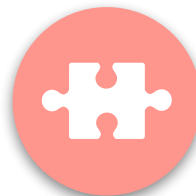
[Read, Write, Think: Help Your Child Edit and Revise](#)



[PBS Kids: Make a Memory Book](#)

Second Grade

Speaking and Listening Standards



Alabama ELA Course of Study Standards

29. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.



My Child Can

29. My child can have a conversation with someone about age appropriate topics and books.



Families Can

Remind your child that good conversations include the following:

- Listening and taking turns
- Speaking clearly
- Speaking in complete sentences
- Interacting person to person and not interrupting

Read a book to your child or have your child read a book to you. Talk with your child about the book.

- Tell me about the book.
- Tell me about your favorite part of the book and why.
- Tell me about your favorite character and why.

Families can have discussions about topics on a second-grade level. Examples include:

- Tell me about your favorite subject in school and why.
- Tell me about your favorite flavor of ice cream and why.
- Tell me about your favorite food and why.



Digital Resources for Parents



[PBS Kids Shows
Conversation Cards](#)



[Scholastic:
School Day
Conversation
Cards](#)



[IES Recommendation 1:
Developing Language](#)



[Strategies for
Supporting Speech
and Language](#)

Second Grade Language Standards



Alabama ELA Course of Study Standards

- 35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 37. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



My Child Can

- 35. My child can write and speak using Standard English grammar.
- 36. My child can write using Standard English capitalization, punctuation, and spelling.
- 37. My child can use his or her knowledge of language and conventions when writing, speaking, reading, or listening.



Families Can

Keeping a journal is a great way to express thoughts and ideas while also working on improving children's writing skills. Plan an outing to pick a fun journal with your child and encourage them to write in it as much as possible. Make it a part of his or her daily routine.

Help your child use correct capitalization, punctuation, and spelling when writing.

Help your child form cursive letters correctly.



Digital Resources for Children



Scratch Garden: Punctuation



Room Recess: Grammar Police



Blazer Fresh: I Use a Comma



Digital Resources for Parents

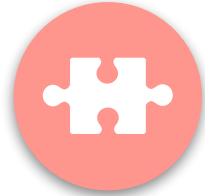


Cursive Writing Practice



Teaching Fundamentals: Grammar and Syntax

Second Grade Language Standards



Alabama ELA Course of Study Standards

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.
39. Demonstrate understanding of word relationships and nuances in word meanings.



My Child Can

38. My child can use strategies to determine or clarify the meaning of unknown words.
39. My child understands the relationships between word meanings (stroll, walk, jog, run).



Families Can

Help your child to understand word relationships and nuances by asking him/her questions:

- Where do you think the word _____ comes from?
- Why did the author use the word _____?
- In what other context could this word be used?
- Without changing the meaning, what word could you add to make the sentence stronger?
- What word would best describe this character?
- What is the literal meaning of this sentence?
- What real-life connection can you make?
- Make a list from ____ to ____ so that you can decide which word is best to use. Examples: hot to cold, slow to fast, walk to run.



Digital Resources for Children



[Room Recess:
Prefix Popper](#)



[Read Aloud: The
Word Collector](#)



Digital Resources for Parents



[9 Tips to Build
Your Child's
Vocabulary at
Home](#)



[Reading Rockets:
Semantic
Gradients](#)



[IES-REL: Grocery
Shop Talk](#)



THE ALABAMA STATE DEPARTMENT OF EDUCATION

P.O. Box 302101 • Montgomery, AL 36130-2101 334-694-4900 •
334-694-4990 (f) • www.alsde.edu

DR. ERIC G. MACKEY, STATE SUPERINTENDENT OF EDUCATION
07/20

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