

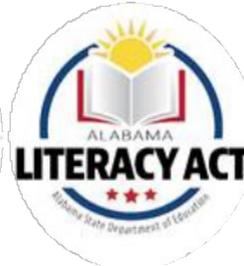
# My Child Can!

## Second Grade Booklet

The Alabama Department of Education

**An Early Literacy  
Guide for Families**

The 2022 *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! Kindergarten 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 the family is the child's first teacher in life and understand the learning needs of the child. Families are essential in setting high expectations for learning and encouraging their children'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 his/her success in meeting the assessment standards established in Alabama.

This resource guide includes:

-  The *2021 Alabama English Language Arts (ELA) 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

Oral Language Standards 3

Phonological Awareness/Phonemic Awareness Standards 5

Phonics Standards 7

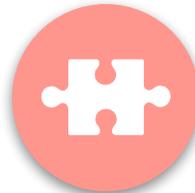
Fluency Standards 8

Vocabulary Standards 9

Comprehension Standards 10

Writing Standards 11

# Second Grade Oral Language Standards



## Alabama ELA Course of Study Standards

2. Present information orally using complete sentences, appropriate volume, and clear pronunciation.
3. Demonstrate oral literacy skills by participating in a variety of oral language activities.
4. Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.



## My Child Can

2. My child can present information orally using complete sentences, appropriate volume, and clear pronunciation.
3. My child can demonstrate oral literacy skills by participating in a variety of oral language activities.
4. My child can orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.



## 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



[Reading Games | PBS](#)



<https://www.youtube.com/watch?v=w33-m8-geuM>



<https://storylineonline.net/>



## Digital Resources for Parents



[Dramatic Play Ideas \(simplydaycare.com\)](http://simplydaycare.com)



[FCRR: Story Element Activities](#)



[Second Grade 1: Developing Language \(ed.gov\)](http://SecondGrade1.DevelopingLanguage.ed.gov)

# Second Grade Oral Language Standards



## Alabama ELA Course of Study Standards

5. Create recordings of stories or poems.
6. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.
7. Demonstrate standard English usage when speaking (use of collective nouns, form and use irregular plural nouns, use reflective pronouns, form and use past tense irregular verbs, use adjectives and adverbs, produce and expand complete simple and compound sentences when speaking).



## My Child Can

5. My child can create recordings of stories or poems.
6. My child can use visual aids and technology in oral presentations to present key ideas and details about a text or conversation and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.
7. My child can demonstrate standard English usage when speaking (use of collective nouns, form and use irregular plural nouns, use reflective pronouns, form and use past tense irregular verbs, use adjectives and adverbs, produce and expand complete simple and compound sentences when speaking).



## 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?

**After Reading:** Ask your child to display understanding of the story using visual representations.



## Digital Resources for Children



[Flipgrid | Empower Every Voice](#)



[Diorama Crafts Ideas & Projects for Kids: Ideas for](#)



[Irregular Verbs Lesson | eLearning](#)



## Digital Resources for Parents



[Read Brightly: Multicultural Fairy Tales](#)



[FCRR: Story Element Activities](#)



[http://www.teacherwritingcenter.org/Oral\\_Language\\_Practice\\_Activities.pdf](http://www.teacherwritingcenter.org/Oral_Language_Practice_Activities.pdf)

# Second Grade

## Phonological Awareness/Phonemic Awareness Standards



### Alabama ELA Course of Study Standards

8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.

Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, short vowel /ĕ/ and /ĭ/ and short vowel /ĕ/ and /ă/



### My Child Can

8. My child can apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-
9. confused cognate consonant sounds.

Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, short vowel /ĕ/ and /ĭ/ and short vowel /ĕ/ and /ă/



### Families Can

Engage in fun phonemic awareness activities that focus on manipulating individual sounds in spoken words.

1. Practice saying individual sounds in the mirror paying attention to the formation of the mouth. This activity can be done with the 44 Phonemes video.
2. Play simple rhyming or blending games with your child, such as taking turns coming up with words that rhyme (*bake – cake*) or blending simple words (/f/, /a/, /n/ = *fan*)
3. Read books aloud with rhyme patterns and alliteration (“The river ran rapidly over the rocks.”)
4. Final Sound Matching  
Say: “Listen carefully. I am going to say two words. If they end with the same last sound, say the sound.”  
Example: bash, pitch (different sounds)  
stick, beak (/k/) (same sound)



### Digital Resources for Children



[44 Phonemes - YouTube](#)



[Dino Bones: Rhyming Words \[Game\] Education.com](#)



[Play Rhyme & Climb Game \(spellingcity.com\)](#)



### Digital Resources for Parents



[Phonemic and Phonological Awareness - Reading Readiness](#)



[Bag of sounds. pdf \(fcrr.org\)](#)



[Final Phoneme Spin.pdf \(fcrr.org\)](#)

# Second Grade

## Phonological Awareness/Phonemic Awareness Standards



### Alabama ELA Course of Study Standards

9. Demonstrate advanced phonemic awareness skills in spoken words.
- Add, delete, and substitute phonemes at the beginning, end, and middle of a spoken word.
  - Delete the initial sound in an initial blend in a one-syllable base word.
  - With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.



### My Child Can

- 9a. My child can add, delete, substitute phonemes at the beginning, end, and middle of a spoken word.
- 9b. My child can delete the initial sound in an initial blend in a one-syllable base word.
- 9c. My child can reverse sounds within a word by saying the last sound first and the first sound last.



### Families Can

Engage in fun phonemic awareness activities that focus on manipulating individual sounds in spoken words.

- Say a word and add a phoneme at the beginning or at the end of a word.  
(Example: *Say bell. Now say bell, but add the /t/ to the end of bell. (belt)*)
- Say a word and delete the initial sound in an initial blend using one syllable words.  
(Example: *Say prank. Now say prank, but don't say /p/. (rank)*)
- Reverse sounds within a word by saying the last sound first and the first sound last.  
(Example: *cat, tack; fine, knife*)



### Digital Resources for Children



[Phonemic Awareness: Phonemic Substitution Practice - YouTube](#)



[Phonemic Awareness: Phonemic Deletion Practice - YouTube](#)



[Phonemic Awareness: Phonemic Addition Practice - YouTube](#)



### Digital Resources for Parents



[Phoneme Deletion, Substitution, and Reversal - YouTube](#)



[Break and Make.pdf \(fcrr.org\)](#)



[Phoneme Position Sort.pdf \(fcrr.org\)](#)

# Second Grade Phonics Standards



## Alabama ELA Course of Study Standards

10. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.



## My Child Can

10. My child can apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.



## 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: multisyllabic words, words with digraphs, words with vowel-r combinations, or words with affixes (prefixes and suffixes).

Use the resources below to play a related word game.



[Vowel Digraph  
Baseball.pdf](#)  
([fcrr.org](http://fcrr.org))



[Affix Hunt.p  
df](#) ([fcrr.org](http://fcrr.org))



[Caterpillars.p  
df](#) ([fcrr.org](http://fcrr.org))



## Digital Resources for Children



[Alien Escape \(Phase  
3\) - Online Phonics  
Game](#)  
([phonicsbloom.com](http://phonicsbloom.com))



[Tricky Trucks  
\(Phase 5\) - Online  
Phonics Game](#)  
([phonicsbloom.com](http://phonicsbloom.com))



[What is a  
Syllable? | Open  
and Closed  
Syllables | Kids](#)



## Digital Resources for Parents



[How Parents Can  
Help With Phonics  
Instruction](#)  
([verywellfamily.com](http://verywellfamily.com))



[Lesson 4-  
Phoneme/Graphe  
me Mapping -  
YouTube](#)

# Second Grade Fluency Standards



## Alabama ELA Course of Study Standards



11. Apply previously taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.
12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
14. Read high-frequency words commonly found in grade-appropriate text.

## My Child Can



11. My child can apply previously taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.
12. My child can read grade-appropriate text accurately and automatically with meaningful expression.
14. My child can read high-frequency words in grade-appropriate text.

## Families Can



- \* Model Fluent Reading: Read aloud often and with expression. Reading aloud helps your child understand what fluent reading sounds like.
- \* Echo Read: Parent read and then your 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 Read: Both parent and child read 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: Parent reads 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 Vocabulary Standards



## Alabama ELA Course of Study Standards

15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.
16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
17. Analyze meaningful parts of words and phrases in discussions and/or text.
18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
19. Identify new vocabulary and the use of word meanings in text to establish real-life connections.



## My Child Can

15. My child can utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.
16. My child can describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
17. My child can analyze meaningful parts of words and phrases in discussions and/or text.
18. My child can use dictionary definitions and information in text to determine meaning of unfamiliar or multi-meaning words.
19. My child can identify new vocabulary and the use of word meanings in text to establish real-life connections.



## Families Can

### Engage in the following fun activities:

**\*Vocabulary Sorts-** Provide your child with a list of words on small pieces of paper, sentence strips, or cards, and have them move the words into related groups. You and your child can each sort words and then play "Name My Category."

**\*Charades-** Write vocabulary words on index cards and family members take turns act them out, without using any words. Give each person 2 minutes to act out the word and for others to guess the word.

**\*Pictionary-** This game is played exactly like charades except students draw an example of the word on an easel, paper, or on a wipe-off board while the family tries to guess the vocabulary word.



## Digital Resources for Parents



[Multiple Meaning Match.pdf \(fcrr.org\)](#)



[Word Web.pdf \(fcrr.org\)](#)



[Vocabulary: Activities for Your Second Grader | Reading Rockets](#)



[Compound words #2 | 2nd grade Reading, Writing Worksheet | GreatSchools](#)

# Second Grade Comprehension Standards



## Alabama ELA Course of Study Standards

24. Identify the main idea and supporting details of literary and informational texts.
- Explain how the supporting details contribute to the main idea.
  - Recount or summarize key ideas from the text.
35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.



## My Child Can

- 24a. My child can explain how supporting details contribute to the main idea.
- 24b. My child can recount or summarize key ideas from the text.
35. My child can demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.



## 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. Have your child talk about the book by:

- describing the main characters in the story.
- identifying the setting of the story.
- identifying what happened at the beginning of the story.
- identifying the problem in the story and how it was solved.
- identifying what happened at the end of the story.
- recounting or summarizing the beginning, middle, and end of the story.
- explaining how the supporting details contribute to the main idea.



## Digital Resources for Parents



[12 Best Read  
Aloud Books for  
Second Grade -  
BookPal](#)



[Keys to the  
Main Idea  
.pdf  
\(ferr.org\)](#)

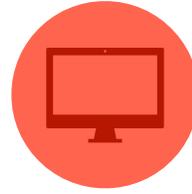


[IES Recommendation 1:  
Developing Language](#)



[Retell Rin  
g.pdf  
\(ferr.org\)](#)

# Second Grade Writing Standards



## Alabama ELA Course of Study Standards

- 37a. Write words and sentences fluently using correctly formed manuscript letters with appropriate size and spacing.
- 38a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel consonant -e, vowel teams, vowel-r, and consonant -le.



## My Child Can

- 37a. My child can write words and sentences fluently using correctly formed manuscript letters with appropriate size and spacing.
- 38a. My child can encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel consonant-e, vowel teams, vowel-r, and consonant -le.



## 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 correctly form manuscript letters with appropriate size and spacing then progress to demonstrating cursive writing focusing on strokes to form lower case and upper-case letters correctly.



<https://primarylearning.org/subject/writing/>



[Cursive Writing Practice](#)



## Digital Resources for Children



[Scratch Garden: Punctuation](#)



[Room Recess: Grammar Police](#)



[Blazer Fresh: I Use a Comma](#)



## Digital Resources for Parents

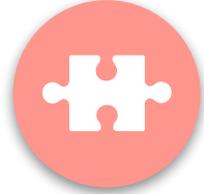


[The 6 Syllable Types \(With Chart & Teaching Tips\) \(yourdictionary.com\)](#)



[Teaching Fundamentals: Grammar and Syntax](#)

# Second Grade Writing Standards



## Alabama ELA Course of Study Standards

- 38o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.
43. Write complete sentences demonstrating knowledge of punctuation conventions.



## My Child Can

- 38o. My child can encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.
43. My child can write complete sentences demonstrating knowledge of punctuation conventions.



## Families Can

Engage in the following high-frequency word activities.

- Flashlight Tag - Post sight words around the house. Then, turn off the lights, call out a sight word, and have your child find it by shining the flashlight on that word.
- Sight Word Tallies - Write 5 sight words on a piece of paper. Search through books and magazines and put tally marks next to the words as you find the words.

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

- Sentence Unscramble- Write words on index cards that can be scrambled to create complete sentences. Then have your child to read the sentence to self-check if it is a meaningful sentence. Lastly, have your child write the sentence.



## 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  
Recommendation  
1: Developing  
Language](#)



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07/20

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