



PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in second grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

THESE STANDARDS EMPHASIZE:

- Explicit and systematic phonics instruction
- Critical thinking skills
- A deep respect for literature from historic time periods
- Knowledge building through content-rich texts

LEARN ABOUT THE SECOND GRADE STANDARDS

YOUR CHILD WILL EXPLORE THE WORLD THROUGH TEXT BY:

- Decoding words with complex vowel combinations (e.g., oo, ea, ou, oi, oy, ow).
- Decoding words with common prefixes and suffixes.
- Writing narrative, opinion and expository texts that follow rules of standard English grammar, punctuation, capitalization and spelling.

IN READING AND WRITING, YOUR CHILD WILL BE ABLE TO:

- Retell stories, including characters, setting and sequence of events.
- Retell informational texts, including the topic and the important details.
- Demonstrate understanding of the topic of the informational text by using the text features.
- Figure out the meaning of unknown words using picture clues, context clues and background knowledge.
- Compare and contrast two texts on the same topic.



LOCATE ACTIVITIES AND RESOURCES

EVERYDAY ACTIVITIES TO SUPPORT LEARNING:

- ✓ Listen to your child read and reread a text at their reading level to build their automaticity.
- ✓ Read aloud with your child for 20 minutes each day. Find books based on topics that your child is interested in and that they would like to become an expert on. Talk about what is happening in the text. Ask what they are learning.
- ✓ Have fun with the stories you read! Use different voices. Make sound effects and funny faces. Act out the stories.
- ✓ Be frequent visitors to your local public library. Let him or her see you choosing, checking out and enjoying books.
- ✓ Be a reading role model. If your child sees you reading, he/she will want to learn to read.
- ✓ Everywhere you go, tuck at least one little book in your bag. Pull it out to enjoy together anytime you can.
- ✓ Have your child engage in real-world writing. Write a letter to a family member, write a short story or have them keep a daily journal.
- ✓ Encourage your child to give detailed responses during conversations. Ask your child questions about what he/she sees and experiences. Be sure your questions call for sentence answers (more than yes/no answers).

SECOND GRADE SUGGESTED BOOK LIST



Gathering Leaves by Robert Frost

Eleanor by Barbara Cooney

One Morning in Maine by Robert McCloskey

The Runaway Piggy by James Luna

The Crocodile by Lewis Carroll

Father of the Constitution: A Story about James Madison
by Barbara Mitchell

Seven Blind Mice by Ed Young

Vote! by Eileen Christelow

The Fieldmouse by Cecil Frances Alexander

Four Famished Foxes and Fosdyke by Pamela Duncan

Susan B. Anthony: Fighter for Freedom and Equality
by Suzanne Slade

Wanted Dead or Alive: The True Story of Harriet Tubman
by Ann McGovern

The Swing by Robert Louis Stevenson

Give Bees a Chance by Bethany Barton

The Coastal Dune Drama: Bob, the Gopher Tortoise
by Katherine Seeds Nash

We the Kids: The Preamble of the Constitution of the United States
by David Catrow

A More Perfect Union: The Story of Our Constitution
by Betsy Maestro

In a Pickle and other Funny Idioms by Marvin Terban

The Congress of the United States by Christine Taylor-Butler

Winnie the Pooh by A.A. Milne

Bears on Hemlock Mountain by Alice Dalgliesh

Living or Nonliving? by Kelli Hicks

The Gingerbread Man by Jim Aylesworth

Bee Dance by Rick Chrustowski

Living or Nonliving? by Kelli Hicks

Mango, Abuela, and Me by Meg Medina

The Patchwork Quilt by Valerie Flournoy

SUPPLEMENTAL READING OPTIONS

A Child's Garden of Verses
by Robert Louis Stevenson

A First Book of the Sea
by Nicola Davies

Little House in the Big Woods
by Laura Ingalls Wilder

The Lion and the Mouse
by Aesop

The Emperor's New Clothes
by Hans Christian Andersen

The Very Hungry Caterpillar
by Eric Carle

Love You Forever
by Robert Munsch

The Tale of Peter Rabbit
by Beatrix Potter

Stellaluna
by Janel/Cannon

The Ugly Duckling
by Hans Christian Andersen

Goodnight Moon
by Margaret Wise Brown

The Kissing Hand
by Audrey Penn



TALK TO YOUR CHILD'S TEACHER

Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your second grader's success. Here are some questions you could ask to prompt discussions:

In the area of literacy, what are my child's strengths? How are those strengths supported during instruction?

What phonics skills should my child have mastered at this point? Has my child mastered them? Can I see an example of a phonics task that my child is working through?

What topics in connection to science and social studies is my child learning about through reading?

Where is my child struggling and how can I help?

What types of books is my child reading during independent reading? Are they limited to a specific reading level? Can I see an example of the type of texts my child is reading independently?

Can my child show you that they understand what they are reading and learning about through drawing, talking and writing? If not, what challenges are they facing?

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY

When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE)

Information that is important to understanding a situation or problem; what you already know from experience.

DECODING

Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION

Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

HIGH-FREQUENCY WORDS

A small group of words (300-500) that regularly appear in print. Often, they are referred to as "sight words" as students should be able to recognize these words at a glance.

INVENTIVE SPELLING

Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. It is also sometimes called "invented spelling." Typically, inventive spelling is used by students who are just learning to put sounds together to make words.

PHONICS

Teaches students how to connect sounds of letters or groups of letters in order to read words.

PHONOLOGICAL AWARENESS

The foundation for learning to read. Refers to the ability to work with words orally (the spoken sound) and does not involve print.

READING LEVEL

Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly and with very few errors.

SYSTEMATIC INSTRUCTION

A carefully thought out and planned sequence of instruction.

TEXT FEATURES

The parts of a story or article that are not the main body of the text; includes the title, headings and illustrations.

