

The Alabama Family Guide for Student Reading Success

Kindergarten through Third Grade



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Kindergarten through Third Grade

A Read-at-Home Plan

Dear Families,

One of the most important predictors of a child's academic and future success is the ability to read by the end of third grade. Everything that happens in your child's life in the early years has a lasting impact on their future potential. 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 Read-at-Home plan includes activities to help your child practice the Foundational Components of Beginning Reading:

-  Phonological Awareness
-  Phonics
-  Fluency
-  Vocabulary
-  Comprehension
-  Writing
-  Oral Language

We are happy to provide you with this Read-at-Home Plan, which includes activities to help your child become a proficient reader! Please focus on the specific areas of beginning reading discussed during your child's Student Reading Improvement Plan (SRIP) meeting.

When children become good readers in the early grades, they are more likely to become better learners throughout their school years and beyond.

Reading Matters

A Student Reading Improvement Plan

About the Law

In 2019, the Alabama Literacy Act was signed into law. Any student in Kindergarten through 3rd grade with an identified reading deficiency would be required to have a Student Reading Improvement Plan (SRIP). A reading deficiency is determined by a consistent deficiency in any of the following areas: letter naming fluency, letter sound fluency, nonsense word fluency, sight words, oral reading accuracy and fluency, vocabulary or comprehension.

Other requirements of the law include:

- ▶ Assessment of early literacy skills three times during the school year
- ▶ Parental notification within 15 days of identification of a reading deficiency
- ▶ Individualized supplemental reading intervention
- ▶ Strategies and resources for parents to use at home
- ▶ Summer reading camp

Once a deficiency is identified, teachers are required to notify parents. A diagnostic assessment is given to the child, and based on specific needs, teachers will provide intensive reading instruction and interventions for that child. The specific instruction and targeted interventions will be documented in a Student Reading Improvement Plan (SRIP).

A universal screening assessment is given to your child during the first 30 days of school if they are in Kindergarten, First, Second, or Third Grade. Ask your child's teacher how they did.

Step 1

If your child does have a reading deficiency, ask the teacher how you can be involved in the creation of your child's Student Reading Improvement Plan (SRIP).

Step 2

The Student Reading Improvement Plan (SRIP) will provide ideas for specific activities you can do at home to help your child improve his/her reading skills.

Step 3

Depending on the deficiency, your child's progress will be monitored to see if the interventions are helping. Teachers may adjust the interventions to match the needs of your child.

Step 4

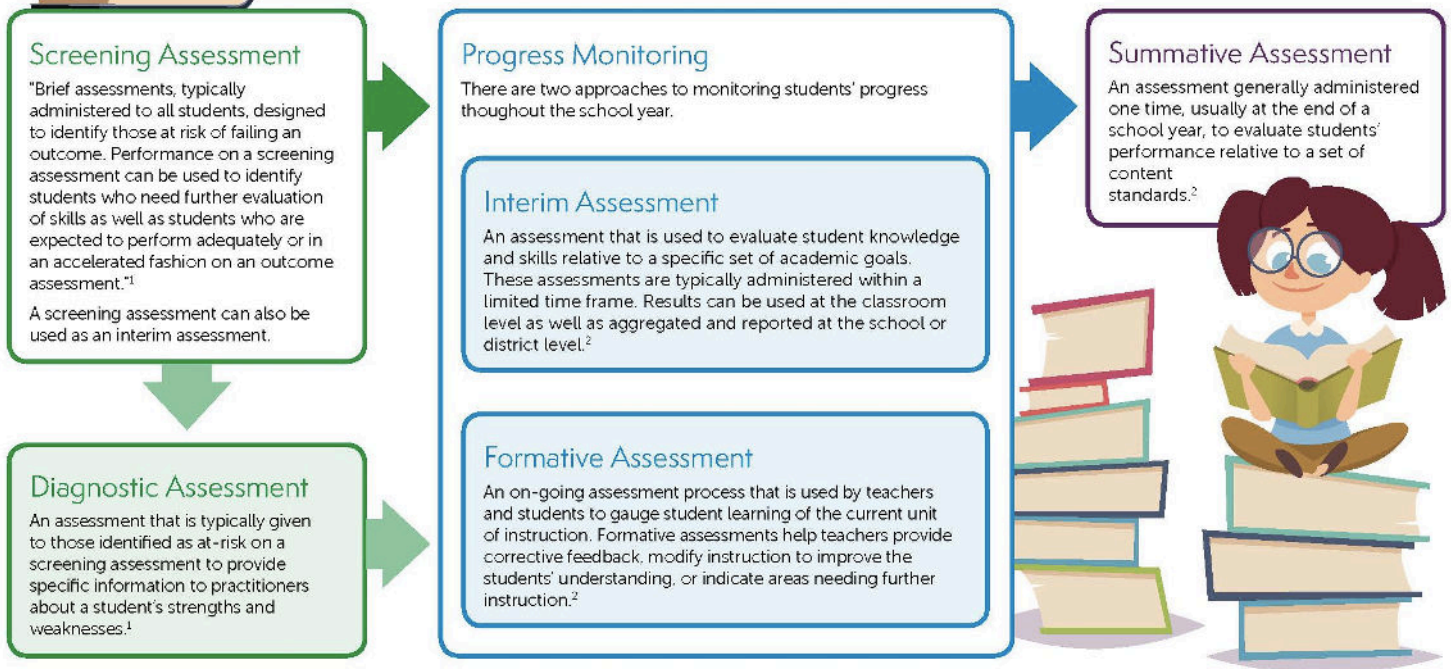
Be an advocate for your child. Check your child's progress regularly. Ask to meet with your child's teacher if you have any questions or concerns about your child's reading progress.

Step 5



Assessment Terms Used in Reading

There are multiple terms used to describe reading assessments. This infographic is intended to clarify these terms.



1. Foorman, B.R., Kershaw, S., & Petscher, Y. (2013). *Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR)*. (REL 2013-008). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

2. Perie, M., Marion, S., Gong, B., & Wertz, J. (2007). *The role of interim assessments in a comprehensive assessment system*. The Aspen Institute.

Information in this infographic is supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0010) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

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What are some questions I should ask a teacher about my child's reading progress?

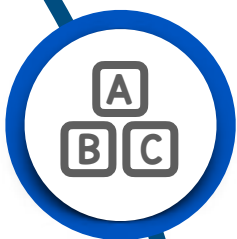
- Is my child reading at or above grade level? What does reading at or above grade level look like?
- What assessments do you use to determine if my child is reading at grade level?
- Has my child been identified as having a reading deficiency?
- What specific areas of reading is my child struggling with?
- What strategies, activities, and resources can I use to help my child at home?
- What additional supports are being provided to my child at school? How frequently, and for how much time?

Foundations for Beginning Reading



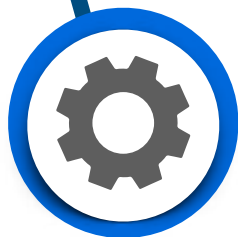
Phonological Awareness

Phonological awareness is an awareness of speech sounds, including: words, syllables, onset and rime, and phonemes.



Phonics

Phonics is the relationships between letters and the sounds they represent. It includes letter-sound recognition, decoding, and encoding in order for children to read and spell.



Fluency

The ability to read with accuracy, appropriate rate, and proper expression.



Vocabulary

Vocabulary is knowledge of word meanings. Vocabulary knowledge is demonstrated through reading, writing, listening, and speaking.



Reading Comprehension

Reading comprehension is the ability to read and process text and understand its meaning.



Oral Language

Oral language is the system we use to communicate with others through speaking and listening.



Writing

Writing is a process through which people communicate thoughts and ideas.

Phonological Awareness

Phonological awareness is an awareness of speech sounds, including: words, syllables, onset and rime, and phonemes. It is a skill that allows children to recognize and work with the sounds of spoken language.



What is Phonological Awareness?

Why is *Phonological Awareness* Important?

Reading actually begins with children noticing the sounds of spoken language. Students with strong *phonological awareness skills* have a solid foundation to become strong readers and writers.

How Can You Help?

Playing with sounds helps children develop phonological awareness skills. There is no print involved in phonological awareness; it is all about hearing the sounds.

PARENT NOTE

Sounds of letters are represented inside two bars like /m/. This representation should be read by making the sound mmm.

Phonological Awareness

KINDERGARTEN ACTIVITIES



Families Can

Read books with rhyme. Ask your child to tell you the words on the page that rhyme with each other, focusing on the sounds they hear, not the words they see. Talk about what makes words rhyme.

Say a word and have your child count/clap/tap the number of syllables in the word: cat (1), picnic (2), triangle (3).

Have your child move counters such as beans or pennies, for every sound in the word, saying the sound aloud while moving the counter. (3 counters = b-a-t, m-o-p, s-i-t, d-e-n, c-u-p)



Digital Resources for Children



[PBS Kids: Rhyming Games](#)



[Go Noodle: Syllables](#)



[Jack Hartmann: Blending Onset and Rime](#)



Digital Resources for Parents



[Slide and Say Phonemes](#)



[Phoneme Manipulation](#)

FIRST GRADE ACTIVITIES



Families Can Play Games

Thumbs Up, Thumbs Down: Give me a thumbs up when you hear a word with a short vowel sound: pet, Pete, cup, cape ...

Robot Talk: The parent will produce individual sounds in a mystery word, pausing between each sound in a robotic manner. It is your child's job to blend the sounds together to produce the whole word. Ex. Guess my mystery word: /c/ /l/ /i/ /p/ The child would reply, "clip."

Guess My Sound: Say a word with 3 sounds. Ask: What sound do you hear at the (beginning, middle, or end) of the word ____? (ex: dog, kite, peach)



Digital Resources for Parents



[Scholastic: Phonological Awareness Activities](#)



[Phoneme Hop Scotch](#)



[Say and Slide Words](#)



[Say and Slide Words](#)

Phonics

Phonics is the ability to understand the relationship between letters (graphemes) and the sounds (phonemes) they represent. It includes letter-sound recognition, decoding, and encoding in order for children to read and spell.



Phonics: Everything
Parents Need to Know

Why is *Phonics* Important?

In order for your child to understand what they read, they must be able to do it quickly and automatically. This skilled, fluent reading requires a repertoire of strategies to draw on. These strategies include using a knowledge of sound-spelling relationships — phonics.

Phonics instruction also improves spelling ability because it emphasizes spelling patterns that become familiar from reading.

How Can You Help?

Talk about what sounds are made by which letters. Point out those letters and letter combinations in the books you read. Write the letters or letter combinations on index cards and have your child practice reading them. Find things around the house that have those letters and label them with sticky notes!

Phonics Activities

KINDERGARTEN ACTIVITIES



Families Can

Reinforce your child's understanding of how books are organized by pointing out the parts of a book and the basic features of print. You might name the front of the book, the back of the book, and where you begin reading the story. *See Print Awareness articles for more details.

Make learning the alphabet fun with hands-on activities like Play-Doh, puzzles, magnets, and toys. Begin with identifying the letters in your child's name. Once your child is able to identify and name the letters, provide him or her with activities to build speed and accuracy in letter recognition.



Digital Resources for Children



[PBS Kids: Sesame Street Letter Dance Party](#)



[Sesame Street Alphabet Songs](#)



Digital Resources for Parents



[Print Awareness](#)



[Silly Ways to Teach Print Awareness](#)



[Alphabet Knowledge: Letter Arcs](#)



Families Can

Play word games: *Alphabet Memory*
Print picture cards and letter cards for each letter of the alphabet, to make a deck of cards. Put every card face down on the table or the floor in rows. Let your child choose two cards to see if the letter card and picture card match. (e.g., h= hat; f= fish)

Using a familiar book, go on a sight word hunt and highlight the sight words you find.

Read rhyming books and have your child point to the rhyming words. Talk about the differences in spelling.



Digital Resources for Children



[Sight Word Hopper](#)



[Teach Your Monster to Read](#)



[Jack Hartmann: Workout to the Letter Sounds](#)



Digital Resources for Parents



[Vowel Picture Sort](#)



[CVC Emergent Phonics Readers](#)



Families Can

Using letter tiles, magnet letters, or letters written on index cards, have students sort capital letters and lowercase letters.

Using a magazine, advertisement or even junk mail, mark capital letters that begin new sentences with a highlighter or crayon. Circle ending punctuation marks.

Using any book or text, have your child “frame” a sentence using two fingers. Place one finger at the beginning of the sentence and one at the end of the sentence.



Digital Resources for Children



[Roy the Zebra: Capital Letter Games](#)



[Jack Hartmann: Parts of Sentence](#)



Digital Resources for Parents



[Early Literacy: Print Awareness](#)



[Guidelines for Promoting Print Awareness](#)



[FCRR: Build a Sentence](#)



Families Can

Read Decodable Texts: Decodable text is a type of text used in beginning reading instruction. Decodable texts are carefully sequenced to progressively incorporate words that are consistent with the letter–sound relationships. [Click here for links](#), compiled by The Reading League, for a list of decodable text sources for students in grades K-2, 3-8, teens, and all ages.

Let’s Cut Up! Write two syllable words on index cards. Ask your child to cut the word where the two syllables divide. The word *rabbit* would be cut into two parts: rab bit.

Sight Words and Nerf™ Blasters: Write [irregularly spelled words](#) on index cards, a dry erase board, or even your sidewalk ... Call out a word for your child to find. Your child can read and blast the word.



Digital Resources for Children



[Sight Word Hopper](#)



[Teach Your Monster to Read](#)



[Blazer Fresh: Clap it Out!](#)



Digital Resources for Parents



[15 Phonics Rules for Reading and Spelling](#)



[FCRR: Digraph Delights](#)



[FCRR: Silent E Changes](#)

SECOND GRADE ACTIVITIES



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

THIRD GRADE ACTIVITIES



Families Can

Word Part Detectives

Encourage your child to be a word detective by examining words in a text that have a prefix and/or a suffix added. Ask your child to write the word down and draw a square around the prefix, while chatting about what it means. Circle the suffix and discuss its meaning. How does the meaning of the word change when you remove the prefix or suffix?

Guess My Word

Before your child begins reading a text, choose several words that have more than one syllable. Write each syllable on index cards. Have your child read each syllable card and combine the syllables to make a multisyllable word.

Example: fantastic

fan

tas

tic



Digital Resources for Children



Blazer Fresh: Word Wizards



ABCYA: Submarine Spelling



Scholastic: Short Circuits Affix Game



Digital Resources for Parents



Teaching Vocabulary through Conversations



IES Recommendation 3: Blending Letters, Recognizing and Reading Words

Fluency

Fluency is the ability to read with accuracy, appropriate rate, and proper expression.

Why is *Fluency* Important?

The goal of fluency instruction is to make the reading of words and sentences effortless so that a child can attend to what the text means. Sufficient amounts of reading and rereading texts is the best way to help children develop automaticity and reading ease, so that they can focus on building meaning. Children who read more fluently read more.

How Can You Help?

Help your child choose books that he/she can comfortably read.

Read aloud to your child every day. Even though your child may be able to read independently, continue to find time each day to read aloud books that are just beyond his/her reading level. Your child will enjoy listening to more advanced stories, and will hear a great example of fluent reading.



[Finding Just Right Books](#)

Fluency Activities

FIRST GRADE ACTIVITIES



Families Can

Emphasize One Word

Read the same sentence multiple times, taking turns by changing the emphasis.

Do you have my yellow crayon?

Do **you** have my yellow crayon?

Do you **have** my yellow crayon?

Do you have **my** yellow crayon?

Do you have my **yellow** crayon?

Do you have my yellow **crayon**?

Continue this activity until all words have been individually emphasized. Spend time talking about how the emphasized word changed the meaning of the sentence.



Digital Resources for Children



[Daniel Tiger's Neighborhood](#)



[Teach Your Monster to Read](#)



Digital Resources for Parents



[FCRR: Reading with Expression](#)



[What Reading Fluency Looks like in First Grade](#)

SECOND GRADE ACTIVITIES



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.



Digital Resources for Parents



[Scholastic: Digital Books for Choral Reading](#)



[Understood: Why Kids Read Slowly](#)



[Choral and Echo Reading](#)



[IES Recommendation 4: Reading for Understanding](#)



[What Reading Fluency Looks Like in Second Grade](#)



[FCRR: Listen to Me Read](#)

THIRD GRADE ACTIVITIES



Families Can

Ask your child to read aloud. Make notes about your child's ability to read words correctly. If your child reads multiple words incorrectly, focus on specific word reading strategies. Also, think about how your child's reading sounds. Does it sound conversational?

Provide tips and reminders.

- I can stop at periods.
- I can pause at commas.
- I can change my voice when I read conversation and dialogue.
- I can use expression as I read.
- I can read in longer phrases.



Digital Resources for Children



[ABCYA: Out of Sight Words](#)



[Blazer Fresh: Don't Read Like a Robot](#)



Digital Resources for Parents



[Home Reading Helper: Figuring Out New Words in Third Grade](#)



[Home Reading Helper: Coaching Fluency](#)



[Understood: What Reading Fluency Looks Like in Third Grade](#)



[IES: Practice Reading Out Loud Bookmark](#)

Vocabulary

Vocabulary is knowledge of word meanings. Vocabulary knowledge is demonstrated through listening, speaking, reading and writing.

Why is *Vocabulary* Important?

When readers and writers know many words, they can read and write text that is more complex. A strong vocabulary improves all areas of communication: listening, speaking, reading, and writing.

Vocabulary is the glue that holds stories, ideas, and content together... making comprehension accessible for children. (Ruply, 1999)

How Can You Help?

Talking to and reading with your child are two terrific ways to help them hear and read new words. Conversations and questions about interesting words are easy ways to get new words into everyday talk.



Conversations Build
Vocabulary

Vocabulary Activities

KINDERGARTEN ACTIVITIES



Families Can

Help your child learn the meanings of new words by frequently reading different types of books to him or her.

Have conversations about daily events, pictures in a book, places you visit, things in nature, and experiences you have with your child. Help your child use new words to describe those things.

Ex: The doors of your school are maroon in color. That is a darker shade of red. Can you think of something else that is maroon?



Families Can

Sort household objects into categories with your child. Ex: shapes, food, clothing, etc.

Have your child say the name of each item, its category, and use the items in sentences. Ex: An apple is a fruit we eat for a snack.

Play an opposite word game. Example: When I say *stop*, you say ____ (go). When I say *up*, you say ____ (down).

As you engage in everyday activities with your child, use a variety of verbs to change your action. Ex: Let's walk to the park. Let's saunter to the park. Let's march to the park. Let's skip to the park.



Digital Resources for Children



[PBS Kids: Martha Seeks](#)



[Prefix and Suffix Song](#)



Digital Resources for Parents



[7 Ways to Boost Your Child's Vocabulary](#)



[Multiple Meaning Bugs](#)



[Reading Rockets: Building Your Child's Vocabulary](#)



Digital Resources for Children



[Peg and Cat: Sort, Sort, Sort](#)



[PBS Kids: Martha Speaks](#)



Digital Resources for Parents



[Cube Word Sort](#)



[Antonym Memory: Opposite Cards](#)

FIRST GRADE ACTIVITIES



Families Can

Help your child understand the meaning of unknown words and phrases by asking him/her clarifying questions:

- What strategies have you used to help you figure out what this word means?
- Have you read the sentences around the word to help you determine what the word means?
- There are two words you know in this word. Can you use them to help you understand what the word means?

Word Bubble

Create a word bubble by drawing a large circle in the middle of a piece of paper. Write a word inside the bubble that has several synonyms (words that have similar meanings such as “run/jog” or “look/gaze”). Have your child think of as many possible words that are similar in meaning to the word written on the inside of the bubble. Write those words around the outside of the bubble. Add new words to your bubble as you read future stories and acquire more words! (e.g., big = large, gigantic, enormous, massive, huge).



Digital Resources for Children



ABCYA:
Alphabetical
Order



Peg and Cat:
Sort, Sort, Sort



The Bazillions:
Prefix or Suffix?



Digital Resources for Parents



7 Ways to Boost
Your Child's
Vocabulary



FCRR: Words
in Context



Reading Rockets:
Building Your
Child's
Vocabulary

SECOND GRADE ACTIVITIES



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

THIRD GRADE ACTIVITIES



Families Can

Encourage your child to read at least 20 minutes in addition to school assignments. Read to and with your child. Make note of how your child responds when an unknown word is encountered. Remind your child to use strategies such as using context clues and dictionaries. Remind your child to use what is known about prefixes, suffixes, roots, and base words to figure out the meaning of unknown words.

Read picture books with your child and help your child to identify the various types of figurative language categories such as metaphors, similes, personification, hyperbole, and symbolism.



Digital Resources for Children



[The Bazillions:
Prefix or Suffix](#)



[Robo-Bee:
Synonyms and
Antonyms](#)



[RoomRecess:
Context Clues](#)



Digital Resources for Parents



[Teaching Vocabulary
through
Conversations](#)



[FCRR: Words
in Context](#)



[Read Write Think:
Morpheme Match](#)

Reading Comprehension

Reading comprehension is the ability to read and process text and understand its meaning.

Why is *Comprehension* Important?

Comprehension is the ultimate goal of reading. Students who easily comprehend what they read are more likely to enjoy reading.

How Can You Help?

Make reading part of every day, even for just a few minutes. Find the parts of your day where you can add time to read, and areas where you can keep books, so they are always available.

Reading Comprehension Activities

Literature

KINDERGARTEN ACTIVITIES



Families Can

Before Reading: Look at the cover and talk about what the book might be about.

During Reading: Ask your child who, what, when, where, why, and how questions. Encourage your child to use information from the book to support his or her thinking. Check out the *Talking While You Read* video for more tips!

After Reading: Talk about what happened. Encourage your child to retell the story using prompts such as a retelling glove.* You can even use sidewalk chalk to create a long, curvy line. Walk along the line as you retell the story together.



Digital Resources for Children



[PBS Kids Reading Games](#)



[Parts of a Story with Jack Hartmann](#)



Digital Resources for Parents



[Scholastic: Favorite Book Characters that Parents and Kids Love](#)



[Talking While You Read](#)



[The Retelling Glove](#)

FIRST GRADE ACTIVITIES



Families Can

Before Reading: Ask questions such as: What will this book be about? How do you know? What is the title of this story? What clues does the title give us about the story?

During Reading: Ask questions such as: What do you think will happen next? Where is this story taking place? What is the main problem?

After Reading: DIY Question Ball

1. Buy a cheap beach ball.
2. Blow it up and set it on a bowl.
3. Use puff paint or permanent marker to write a question word in each section.
 - a. Who? What? When? Where? Why? How?
4. Let it dry and get ready to play!



Digital Resources for Children



[Storyline Online](#)



[Jack Hartmann: Six Questions](#)



Digital Resources for Parents



[Reading Rockets: Story Maps](#)



[Scholastic: Question Bookmarks](#)



[Make-and-Check a Prediction](#)

SECOND GRADE ACTIVITIES



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](#)



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](#)



Families Can

Before Reading:

Before reading, ask your child: What do you think this book will be about? Why do you think that? What characters do you think might be in this story?

During Reading: Who is the main character? What do you think will happen next? How do you think the character will handle this situation?

After Reading:

In your own words, tell me the most important things you read today in order of how they happened.



Digital Resources for Children



WPSU:
Question Cube



Starfall: Folktales,
Myths, and Fables



How to Retell
a Story



Digital Resources for Parents



Comprehension
of Fiction



Reading Rockets:
Read Alouds for
Third Grade



FCRR: Story
Elements Web



Families Can

Encourage your child to be word aware while reading. Have your child create an interactive vocabulary notebook while reading. He or she can add unknown words and words that help him or her understand the text. Ask your child to use reference tools to find the meaning of unknown words.

Provide and encourage your child to read books by the same author. These may be books in a series like the Cam Jansen series by David Adler. Help your child determine how the books characters, themes, settings, and plots are similar and how they are different.

- * How are the versions the same?
- * How did the theme/setting/plot of the different stories stay the same? What is different?



Digital Resources for Children



Room Recess:
Vocab ViK



How to Retell a
Story



Digital Resources for Parents



Understood:
Building
Vocabulary for
Kids



IES: Monitoring
for Understanding
Bookmark



FCRR:
Compare a
Story

Reading Comprehension Activities

Informational Text

KINDERGARTEN ACTIVITIES



Families Can

Before Reading: Talk about what you and your child already know about the topic. Ask your child what he or she wants to learn more about.

During Reading: Ask your child who, what, when, where, why, and how questions. Where (do clownfish live)? How (are alligators and crocodiles alike/different)? Why (is a whale classified as a mammal)? Pay attention to what the photographs and/or illustrations are teaching, too.

After Reading: Talk with your child about what you have learned. Ask your child: What was this book mostly about?



Digital Resources for Children



[PBS Kids: Molly of Denali Alaskan Adventures](#)



[BrainPOP Jr. Movie of the Week](#)



[What's the Main Idea?](#)



Digital Resources for Parents



[PBS Kids: A Parent's Guide to Nonfiction](#)



[Reading Rockets: Start with a Book!](#)

FIRST GRADE ACTIVITIES



Families Can

Families can choose a topic or event to explore together.

Before reading: Take a “walk” through the book before reading. Looking closely at the front cover, table of contents, and photographs. This will help your little reader get a sense about the topic.

During reading: Encourage your child to ask questions. Use the *Expository Fact Strips* to keep track of what your reader is learning.

After reading: Draw a picture to show what the book was mainly about. Label the picture.



Digital Resources for Children



[PBS Kids: Martha Speaks - True Stories](#)



[National Geographic Kids](#)



[What's the Main Idea?](#)



Digital Resources for Parents



[Reading Rockets: Start with a Book](#)



[FCRR: Expository Fact Strips](#)

SECOND GRADE ACTIVITIES



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.



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



[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](#)



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](#)

THIRD GRADE ACTIVITIES



Families Can

Ask your child what they would like to explore. Utilize the public library. Ask the librarian to help find books on the topic(s) of interest to your child.

Create-a-Quiz

Ask your child to read an informational text aloud. Have your child create a list of quiz questions to ask classmates if they read the same book.

Main Idea Bubble

Ask what one word was repeated throughout the text to determine the topic. Make a main idea and detail bubble web. Use words or pictures to fill in the bubbles.



Digital Resources for Children



[WPSU: Main Idea Hamburger Game](#)



[National Geographic Kids: eBooks](#)



Digital Resources for Parents



[How Third Graders Show They're Learning From What They Read](#)

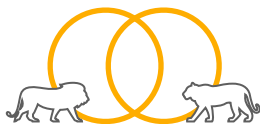


[IES: Summarizing Bookmark](#)



Families Can

- While engaging with nonfiction text, encourage your child to notice how text features such as the table of contents, headings, maps, and photographs aid in understanding the text.
- Ask your child to notice features that help in locating information quickly, such as key words, sidebars and hyperlinks.
- Ask your child to read two texts on a topic of interest. While reading, ask your child to notice how the texts are alike and how they are different. You may ask your child to complete a thinking map to show similarities and differences.



Digital Resources for Parents



[Comprehension of Informational Text](#)



[How Third Graders Figure Out the Meaning of New Words](#)



[Reading Rockets: Comparison Text Structure](#)



[Reading Rockets: Comparison Poster](#)



[FCRR: Compare and Contrast](#)

Oral Language

Oral language is the system we use to communicate with others through speaking and listening.

Why is *Oral Language* Important?

Oral language practice will help your child expand his or her vocabulary. Children with strong oral language skills and large vocabularies typically become better readers. The best ways to give your child a strong foundation for learning to read are to read to, talk to, and listen to your child every day.

How Can You Help?

Read! Talk! Listen! Take every opportunity to talk with and listen to your child. Talk about people you know, places you go, and experiences you have together.

Rephrase and extend your child's words, model more complex vocabulary or sentence structure, and ask questions that require more than a yes/no answer. (Hall and Moats, 1999).

Oral Language Activities

KINDERGARTEN and FIRST GRADE ACTIVITIES



Families Can

Encourage conversations in your home and in social settings. Every social interaction gives your child a new opportunity to practice using oral language.

Spark interactions whenever you can and support your child's language development. Ask questions, rephrase the child's answers, and give prompts that encourage the oral conversations to continue.

Maintain eye contact when your child is speaking to you and encourage your child to do the same when you are speaking, in order to support his/her listening skills.



Digital Resources for Parents



[Strategies for Encouraging Your Child's Speech and Language Development](#)



[The Family Dinner Project: Conversation Starters](#)



[Oral Language Expanding Your Child's Vocabulary](#)



[Scholastic: Listening and Learning](#)

SECOND and THIRD GRADE ACTIVITIES



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.



Digital Resources for Parents



[PBS Kids Shows Conversation Cards](#)



[Scholastic: School Day Conversation Cards](#)



[IES: Summarize a Story](#)



[IES Recommendation 1: Developing Language](#)



[Strategies for Supporting Speech and Language](#)

Writing

Writing is a process through which people communicate thoughts and ideas.

Why is *Writing* Important?

Writing is essential for academic learning and social communication. Writing is expected across all academic areas, even math. In addition to the simple fact that writing is required of students, writing is important because it benefits reading (Moats and Tolman, 2019).

How Can You Help?

Writing at home is rooted in the everyday, talk-filled activities of children and their families. Families build a climate for talk and storytelling at home by sharing experiences. Write about the places you go, things you see, and ideas you wonder about. Simply providing paper, crayons, markers, or pens while engaging in these situations can encourage writing.



Tips for Supporting Elementary
Writing Skills at Home

Writing Activities

KINDERGARTEN ACTIVITIES



Families Can

Before Writing: Provide materials for writing: plenty of paper and things to write with. Talk with your child as much as possible about his or her ideas and opinions.

During Writing: Encourage your child to write, even if he or she is scribbling. Work together to label the pictures and write simple sentences.

After Writing: Turn your child's writing into a book. Tape the drawing onto construction paper. You can even use recycled cereal boxes to create a cover. Bind the book with varn or ribbon. Ta-da!



Digital Resources for Parents



[A Tiger Grows Up: Opinion Writing](#)



[Scholastic: Craft a Kid's Journal](#)



[Helping Young Children Develop Strong Writing Skills](#)



[Tips for Helping Young Kids Learn to Write](#)

FIRST GRADE ACTIVITIES



Families Can

Step 1: Families can read a text and share their feelings about the text by forming an opinion statement using the sentence starter: I liked (state the title of the book) because ... OR I didn't like (state the title of the book) because...

Step 2: Draw a picture that represents what you liked or disliked. Write a sentence using the previous sentence starter.

Step 3: On the back of your paper, leave a message for the audience as a way to close the writing. Ex. I think you should give this book a try. This book is a winner!



Digital Resources for Children



[Writing a Personal Narrative](#)



[Scholastic: Craft a Kid's Journal](#)



Digital Resources for Parents



[Scholastic: Playing with Poetry](#)



[Diverse Poetry Picture Books](#)



[Tips for Helping Young Kids Learn to Write](#)

SECOND GRADE ACTIVITIES



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.



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](#)

THIRD GRADE ACTIVITIES



Families Can

Here are some suggestions that engage your child in the writing process:

- Have your child write instructions for taking care of the family pet. These will be useful as you plan your vacations!
- Write a letter or thank you note to a relative. Talk through what your child wants to say before writing begins.
- Make a shopping list before going to the grocery store.
- Write an online review of a book or an item you recently purchased (www.amazon.com) or a recipe you tried (www.allrecipes.com).
- Talk about the presidential election and write a description of the kind of president you want.
- Find a picture in the newspaper and write an article to accompany it.



Digital Resources for Parents



[Helping Your Child with Writing](#)



[Understood: What Third Grade Writing Looks Like](#)



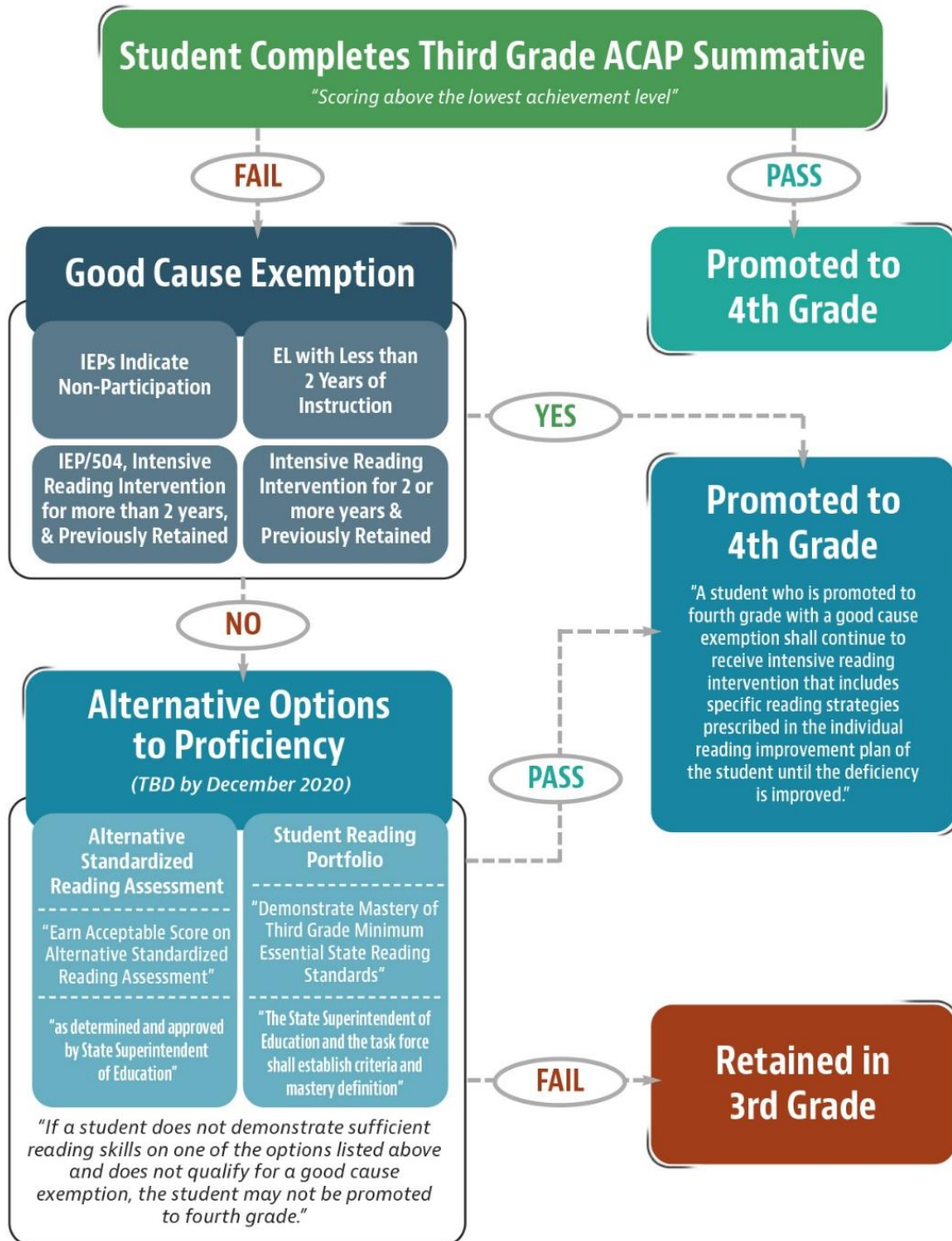
[Scholastic: Story Starters](#)



[PBS Learning Media: Family Stories](#)

ALSDE Literacy-Based Promotion Flow Chart

"Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided all of the following options to demonstrate sufficient reading skills for promotion to fourth grade."





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05/20

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