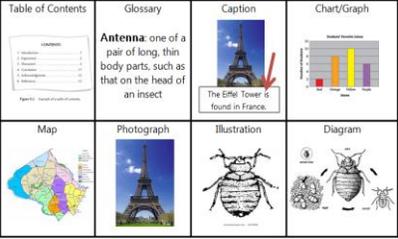
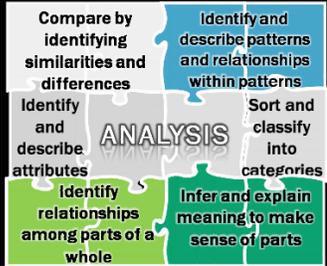


# Second Grade Reading Newsletter

Marking Period 2, Part1

MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>	
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>determine the author’s purpose for writing a text.</li> <li>use a variety of text features to find important information in a text.</li> <li>explain how illustrations, photographs, and diagrams lead to better understanding of a text.</li> </ul>	
<b>Literature</b>	<ul style="list-style-type: none"> <li>analyze the relationship between the <b>plot</b> and the <b>central message</b> in folktales.</li> </ul>	
<b>Language: Vocabulary</b>	<ul style="list-style-type: none"> <li>identify adjectives with closely-related meanings.</li> <li>use known root words and known prefixes to define the meaning of new words (such as: “un” means not and “equal” means same, so “unequal” means not the same).</li> <li>use context clues and glossaries to clarify the meanings of unfamiliar words or phrases.</li> </ul>	

<b>Thinking and Academic Success Skills (TASS)</b>		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
<b>Analysis</b>	breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.	<ul style="list-style-type: none"> <li>ask questions before, during, and after reading to understand stories and informational text.</li> <li>use prior knowledge to determine and clarify the meaning of unfamiliar words.</li> <li>think about how to use text features to better understand informational text.</li> </ul> 
<b>Metacognition</b>	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> <li>ask questions before, during, and after reading to understand stories and informational text.</li> <li>use prior knowledge to determine and clarify the meaning of unfamiliar words.</li> <li>think about how to use text features to better understand informational text.</li> </ul>

# Second Grade Reading Newsletter

Marking Period 2, Part1

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Informational Text	<ul style="list-style-type: none"> <li>ask and answer questions to identify key details in a text.</li> <li>explain how text features, such as photographs, maps, and diagrams, provide more information about a topic and help build understanding. <u>Example:</u> A photograph of a desert provides details about its climate.</li> <li>discuss the author’s purpose for writing a text. <u>Possible question:</u> Did the author write the text to explain a topic or to teach how to perform a task?</li> </ul>	<ul style="list-style-type: none"> <li>read every day. Mix it up! Read stories, informational books, recipes, magazines, digital resources, etc.</li> <li>choose a topic of interest and make a book with text features such as table of contents, illustrations with captions, diagrams, etc.</li> <li>read recipes, game directions, and advertisements and explain the author’s purpose for writing them.</li> <li>develop questions about a topic before reading and try to find the answers during reading.</li> </ul>
Literature	<ul style="list-style-type: none"> <li>describe how a character responds to challenges and learns a lesson from the experience.</li> <li>discuss the central message of a folktale. <u>Possible question:</u> How does examining the relationship between characters, setting, plot, and structure deepen your understanding of the story?</li> </ul>	<ul style="list-style-type: none"> <li>tell, write, or illustrate a folktale with a lesson.</li> <li>read a familiar folktale from the library by looking for certain characteristics. →</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><u>Characteristics of Folktales</u></p> <p><u>Characters:</u> human, animal, or supernatural beings</p> <p><u>Setting:</u> reflects culture or time period</p> <p><u>Problem:</u> an event or situation that occurs, often due to a character’s weakness</p> <p><u>Solution:</u> problems are solved typically due to a character’s clever response; may involve a journey or magic</p> </div>
Language: Vocabulary	<ul style="list-style-type: none"> <li>list adjectives that are similar in meaning (big, huge, enormous, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>look at or cut out pictures from magazines, calendars, and catalogs and use as many adjectives as possible to describe the images. <u>Possible Responses:</u> gray, striped, quick, soft, quiet</li> </ul> 
Glossary	<p><b>central message:</b> the lesson or message the writer wants to get across in his/her story</p> <p><b>plot:</b> organized pattern or sequence of events, problems, and solutions that make up a story</p>	

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Marking Period 2, Part1