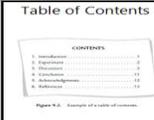
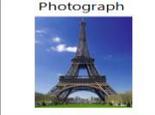
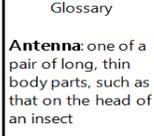
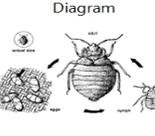
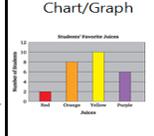


# Second Grade Reading Newsletter

Marking Period 1, Part 2

MT		Learning Goals by Measurement Topic (MT)		
		Students will be able to . . .		
Informational Text	<ul style="list-style-type: none"> <li>identify the <b>main idea</b> of an informational text.</li> <li>identify and use a variety of <b>text features</b>. </li> <li>compare important points in two texts on the same topic.</li> <li>ask and answer questions using who, what, when, where, why, and how.</li> </ul>			
				
Language: Vocabulary	<ul style="list-style-type: none"> <li>use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>ask and answer questions about what a speaker says in order to clarify understanding, gather more information, or deepen understanding of a topic.</li> <li>use a known root word as a clue to the meaning of an unknown word with the same root.</li> </ul>			
				

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Fluency	generating multiple responses to a problem or idea.	<ul style="list-style-type: none"> <li>ask a variety of simple and complex questions about a text.</li> <li>answer open-ended questions in different ways, orally or in writing.</li> <li>use different strategies to find the meanings of unknown words.</li> </ul>
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> <li>participate in collaborative conversations (work with pairs or small groups to discuss new information learned from a text).</li> <li>respect the comments and ideas of others.</li> <li>share responsibilities to reach a goal or carry out a plan of action.</li> <li>show a willingness to share and listen to multiple ideas.</li> </ul>

# Second Grade Reading Newsletter

Marking Period 1, Part 2

Learning Experiences by Measurement Topic (MT)						
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>				
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>read and compare a variety of digital and print resources.</li> <li>discuss how authors support their points using reasons and examples.</li> <li>use various <b>text features</b> to ask and answer questions about a text.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><u>Keep going: think about an informational text</u></p> <ul style="list-style-type: none"> <li>How do text features help you better understand a text?</li> <li>What information can you learn from the map?</li> <li>What did the caption tell you about the picture?</li> </ul> </div>	<ul style="list-style-type: none"> <li>read every day. Mix it up! Read stories, informational books, recipes, magazines, digital resources, etc.</li> </ul> <p><b>*check your school’s website to find online resources to support learning*</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><u>Become a fluent reader:</u></p> <ul style="list-style-type: none"> <li>Encourage your child to read familiar text multiple times focusing on reading smoothly, accurately, and with expression (three times is recommended).</li> <li>Model fluent reading to your child.</li> <li>Make a game of fluent reading by using a timer to time reading a passage aloud and then have your child try to beat his/her time.</li> </ul> </div>				
<b>Language: Vocabulary</b>	<ul style="list-style-type: none"> <li>determine the meaning of unknown words by using the known root word.</li> <li>make connections through collaborative conversations between prior knowledge and new content to create meaning.</li> </ul> <p><u>Example:</u> To define “landform,” students may generate a list of words related to landform, such as “dirt, land, grass, mountains, the ground, earth, water.” After discussion, students may conclude, “we think landforms are parts of the earth.”</p>	<p style="text-align: center;"><u>Vocabulary Development:</u></p> <p>Encourage your child to generate words with similar meanings. For example, instead of using “bad,” use “horrible” or “poor.”</p> <ul style="list-style-type: none"> <li>identify root words while reading. Use the known root to determine the meaning of the whole word.</li> </ul> <p style="text-align: center;"><u>Example of Prefix and Root Word: Preview</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <thead> <tr> <th style="padding: 2px;">Prefix</th> <th style="padding: 2px;">Root Word</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">pre = before</td> <td style="padding: 2px;">view = to look or watch</td> </tr> </tbody> </table> <p>Preview = to watch or look before</p>	Prefix	Root Word	pre = before	view = to look or watch
Prefix	Root Word					
pre = before	view = to look or watch					
<b>Glossary</b>	<p><b>main idea:</b> in informational text, the central point the author wants the reader to know</p> <p><b>text features:</b> parts of a text that help the reader find and understand information, such as: heading, table of contents, glossary, electronic menus, icons, bold print, labels, photographs, captions, etc. in a text</p>					

# **Second Grade Reading Newsletter**

Marking Period 1, Part 2