
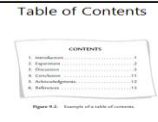
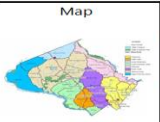
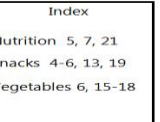

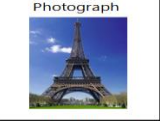


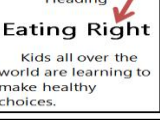

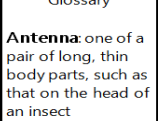
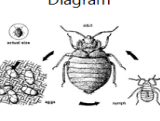
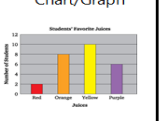


Second Grade Reading Newsletter


Marking Period 1, Part 2

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

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

Second Grade Reading Newsletter

Marking Period 1, Part 2

Learning Experiences by Measurement Topic (MT)				
MT	 <u>In school, your child will . . .</u>			
Informational Text	<ul style="list-style-type: none"> read and compare a variety of digital and print resources. discuss how authors support their points using reasons and examples. use various text features to ask and answer questions about a text. <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"> How do text features help you better understand a text? What information can you learn from the map? What did the caption tell you about the picture? How is the index different from the table of contents? </div>			
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><u>Become a fluent reader:</u></p> <ul style="list-style-type: none"> Encourage your child to read familiar text multiple times focusing on reading smoothly, accurately, and with expression (three times is recommended). Model fluent reading to your child. 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. </div>			
Language: Vocabulary	<ul style="list-style-type: none"> determine the meaning of unknown words by using the known root word. make connections through collaborative conversations between prior knowledge and new content to create meaning. <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"> identify root words while reading. Use the known root to determine the meaning of the whole word. <p style="text-align: center;"><u>Example of Prefix and Root Word: Preview</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Prefix</th> <th>Root Word</th> </tr> </thead> <tbody> <tr> <td>pre = before</td> <td>view = to look or watch</td> </tr> </tbody> </table> <p>Preview = to watch or look before</p>	Prefix	Root Word	pre = before
Prefix	Root Word			
pre = before	view = to look or watch			
Glossary	<p>main idea: in informational text, the central point the author wants the reader to know</p> <p>text features: 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