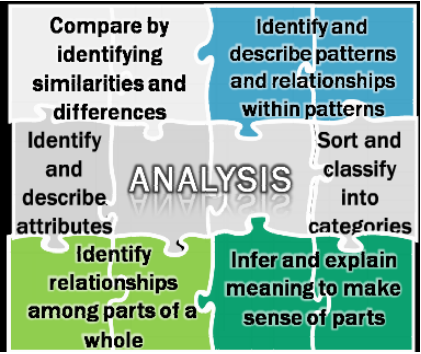


Second Grade Reading Newsletter

Marking Period 2, Part 2




MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>				
Literature	<ul style="list-style-type: none"> ask and answer questions to identify key details and compare two versions of the same story. recount stories, including folktales from different cultures. 				
Informational Text	<ul style="list-style-type: none"> ask and answer questions to identify key details in a text. use a variety of text features to find important information in a text. identify the author's point. 				
Language: Vocabulary	<ul style="list-style-type: none"> navigate print or digital resources to clarify the understanding of words and phrases. participate in collaborative conversations as a way to gain new understanding. use known root words and known prefixes to define the meaning of new words. <p><u>Example:</u></p> <table border="1"> <tr> <td>Unknown word- review</td><td>Prefix- re__</td><td>Root- view</td></tr> </table>		Unknown word- review	Prefix- re__	Root- view
Unknown word- review	Prefix- re__	Root- view			

Since view means look and re means again, review must mean to look at again!

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Analysis	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"> compare versions of the same story from different cultures. identify how reasons support a specific point the author makes. look for patterns in characters' actions. 
Metacognition	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"> use prior knowledge and strategies to clarify the meaning of unfamiliar words and phrases. monitor thinking to help gain information while reading.

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Marking Period 2, Part 2

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Literature	<ul style="list-style-type: none"> ask interpretive questions to monitor understanding of a text. <u>Possible question:</u> Why did the character _____? listen to an oral retelling of a folktale and recount key details from the beginning, middle, and end. compare different versions of the same folktales. 	<ul style="list-style-type: none"> read every day. Mix it up! Read stories, informational books, recipes, magazines, digital resources, etc. read or act out a story to a family member using different voices to acknowledge differences in points of view of characters. listen to and compare two versions of a folktale on tape, CD, or on websites.
Informational Text	<ul style="list-style-type: none"> use text features to locate key information or facts efficiently. <u>Possible questions:</u> What purpose did the author have for including this text feature? How did the text features help you better understand the text? identify points an author makes and the supporting reasons. 	<ul style="list-style-type: none"> hunt through magazines, newspapers, and online articles to locate and name text features. make a list of key words or phrases to identify the main topic of a text. <u>Example:</u> key words from a desert article <div>hot, dry, sandy, cool at night, sunny, few plants, nocturnal animals</div> 
Language: Vocabulary	<ul style="list-style-type: none"> use prior knowledge and a glossary or beginning dictionary to clarify the meaning of unknown words. ask and answer questions of a speaker to deepen understanding of an unfamiliar word. locate and use root words to determine the meaning of unknown words. 	<ul style="list-style-type: none"> practice asking and answering interpretive questions using vocabulary from folktales. <u>Possible questions:</u> Which version of a folktale do you like better and why? How would changing the setting affect the story?
Glossary	key details: details that support the message or topic in the text	

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Marking Period 2, Part 2