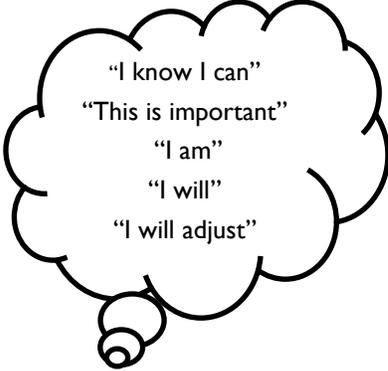


Second Grade Reading Newsletter

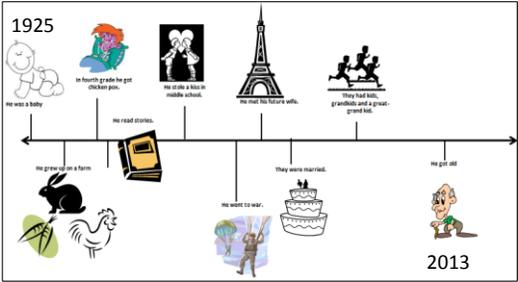
Marking Period 4, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Informational Text	<ul style="list-style-type: none"> describe the connection between historical events in a biography. ask and answer questions to determine key details in a text. use text features to locate information and to clarify meaning of words and phrases in a text. compare the most important points presented by two texts on the same topic. use key details to identify the main topic of a section of text.
Language: Vocabulary	<ul style="list-style-type: none"> use glossaries and dictionaries to clarify the meaning of unfamiliar words. recount key details from biographies read aloud.

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> use prior knowledge and new information to make generalizations about a historical figure. create graphic organizers to display information in a way that is easier to understand the sequence of events in a historical figure's life. organize and combine ideas to identify similarities and differences in achievements.
Effort/Persistence/Motivation	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles or competing pressures.	<ul style="list-style-type: none"> persist in using effective strategies to determine the meaning of unknown words. identify achievable yet challenging goals, while showing a "can do" attitude. describe the outcome of a goal and how it motivates historical figures to achieve. 

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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"> read biographies. Ask and answer questions about important events in a person’s life and describe how those events impacted history. <u>Possible questions:</u> When was _____ born? How did _____’s accomplishments make the world a better place? determine how text structure (chronology) and text features, such as a timeline, show connections between important events in a person’s life. compare the most important points presented by two biographies on the same person. 	<ul style="list-style-type: none"> read every night. interview a family member and create a timeline of the major events and accomplishments in his/her life. read about a person he/she admires (athlete, singer, artist, etc.) and discuss the person’s important accomplishments. <u>Possible questions:</u> How did _____ show effort and persistence to achieve a goal? When have you shown persistence to overcome a challenge? <div data-bbox="1444 310 1969 662" data-label="Complex-Block"> <p style="text-align: center;"><u>Timeline Example</u></p>  </div>
	<ul style="list-style-type: none"> use prior knowledge and a print or digital dictionary to clarify the meaning of unknown words. use new vocabulary to recount information and communicate clearly. 	<ul style="list-style-type: none"> take on the role of a historical figure. Get into character by dressing up and retelling important events in the person’s life. <u>Keep going:</u> Visit (virtually or in person) monuments of historical figures in Washington, D.C. http://www.nps.gov/nacc/index.htm <div data-bbox="1801 1073 1915 1187" data-label="Image">  </div>
Glossary	<p>biography: an account of someone’s life written by someone else</p> <p>key details: details that support the message or topic in the text</p> <p>main topic: the subject of an informational text</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.</p>	

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Marking Period 4, Part 2