Second Grade Reading Newsletter
Marking Period 2, Part 2

MT	Learning Goals by Measurement Topic (MT)
	Students will be able to . . .
Literature	• 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	• 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	• 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. Example:

Unknown word- **review**	*Prefix-* **re___**	*Root-* **view**

Since view means look and re means again, review must mean to look at again!
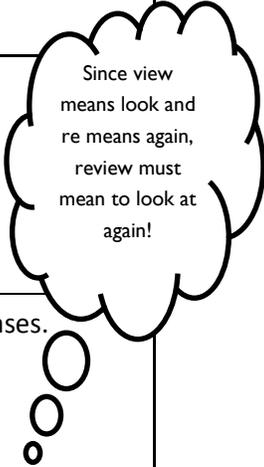
Thinking and Academic Success Skills (TASS)		
	It is . . .	In reading, students will . . .
Analysis	breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.	• compare versions of the same story from different cultures. • 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.	• use prior knowledge and strategies to clarify the meaning of unfamiliar words and phrases. • monitor thinking to help gain information while reading.

ANALYSIS: Compare by identifying similarities and differences | Identify and describe patterns and relationships within patterns | Identify and describe attributes | Sort and classify into categories | Identify relationships among parts of a whole | Infer and explain meaning to make sense of parts

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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>
Literature		• 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.		• 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		• 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.		• 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 <table><tr><td>hot, dry, sandy, cool at night, sunny, few plants, nocturnal animals</td></tr></table>
Language: Vocabulary		• 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.		• 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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