



Dear Families,

Thank you for a wonderful first nine weeks! We have already seen our students grow as readers and writers just in the first grading period, and we are ready to see what their creative minds have in store for us this grading period. Throughout the coming nine weeks, we will continue using assessments to drive instructional decisions, measure growth in reading and writing development, and to evaluate students' ability to transfer the skills taught when reading, writing, and discussing text independently.

Please continue to review your student's performance via Skyward Access. Be sure to contact his or her teacher if you have any questions or concerns.

Sincerely,

EMS-ISD Second Grade Teachers

Module 1	Module 2	Module 3
Social Studies Theme Integration Creating Culture and Identity		
<p>Reading: Informational</p> <ul style="list-style-type: none"> Evaluate details to determine key ideas and make, correct, and confirm predictions using the characteristics of informational text Respond in written form to informational text read, heard, or viewed using text evidence to support thinking Read self-selected texts independently for 25 minutes <p>Writing: Informational</p> <ul style="list-style-type: none"> Plan, sketch, and write a variety of informational text across pages with audience in mind Revise drafts by adding, deleting, or rearranging words, phrases or sentences 	<p>Reading: Informational</p> <ul style="list-style-type: none"> Evaluate details from text and graphic features to determine key ideas Respond in written form to informational text read, heard, or viewed using text evidence to support thinking Read self-selected texts independently for 25 minutes <p>Writing: Informational</p> <ul style="list-style-type: none"> Plan, sketch, and write a variety of informational text across pages with audience in mind Revise drafts by adding, deleting, or rearranging words, phrases or sentences Publish and share writing with others 	<p>Reading: Literary</p> <ul style="list-style-type: none"> Make inferences supported by text evidence and synthesize information to create new understanding in literary text Respond in written form to literary text read, heard, or viewed using text evidence to support thinking Read self-selected texts independently for 25 minutes <p>Writing: Literary-Poetry</p> <ul style="list-style-type: none"> Plan, sketch, and write literary text including poetry

Ways to Support at Home:
<ul style="list-style-type: none"> Even after children learn to read by themselves, it's still important for you to read aloud together. You can stretch their understanding and motivate them to improve their skills by reading stories and informational texts that are interesting but beyond their reading level. As you read with your child, try different ambiances for reading a story aloud and model how to use expression in your voice to communicate the mood of the story. Read informational text with your child, discussing the topics of the texts and how the author includes details to help you learn about the topic. Turn daily experiences into stories that can be retold and shared, acting out the stories and adding descriptive details. Use ideas from books read and shared together to spark ideas for teaching books. Ask your child questions when he or she writes. Ask specific questions about your child's writing such as: "How did that happen?" "How did that make you feel?" "Can you tell me more about that...?" "Is this story about one moment or lots of little moments?"