






First Grade Reading Newsletter

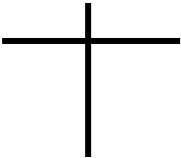
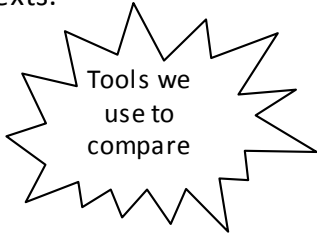
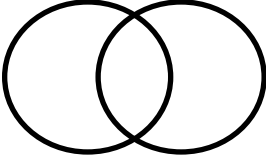
Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) <i>Students will be able to . . .</i>	
Literature	<ul style="list-style-type: none"> explain major differences between literature (tells a story) and informational text (gives information). ask and answer questions about print and digital texts. Use key details to support the answers. use illustrations and key details to describe the story elements of a text. 	
Informational Text	<ul style="list-style-type: none"> use text features to locate information. ask and answer questions about the text. Use key details to support answers. 	
Language: Vocabulary	<ul style="list-style-type: none"> ask and answer questions to understand what words mean. ask questions to clear up any confusion about the topics and texts. use vocabulary words correctly when speaking to others. build on to what others say in a conversation (talking and active listening). 	

Text Feature Resource



Table of Contents 	Glossary Antenna: one of a pair of long, thin body parts, such as that on the head of an insect	Index Nutrition 5, 7, 21 Snacks 4-6, 13, 19 Vegetables 6, 15-18
Font Changes <ul style="list-style-type: none"> size bold highlighted italics underline color 	Photograph 	Illustration 
Caption 	Heading Eating Right Kids all over the world are learning to make healthy choices.	Label 

Where can I find information about...?

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"> describe the parts of literature and informational texts. notice what is alike and different between literature and informational texts. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>T-Chart</p>  </div> <div style="text-align: center;"> <p>Tools we use to compare</p>  </div> <div style="text-align: center;"> <p>Comparison Circles</p>  </div> </div>
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> take turns talking about ideas in discussion circles or small groups. work with others to finish an activity or task. share reading materials and ideas in literacy centers. respect others, their ideas, and materials.

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Marking Period 1, 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"> listen to or read a text and give examples of what makes it literature. preview a text in order to ask and answer questions about what the story may be about. look at the pictures and listen to the words to describe the story elements (characters, setting, problem, solution) of a text. 	<ul style="list-style-type: none"> read every night. Try reading text such as street signs, food boxes, directions, etc. explain how he/she knows the text is literature or informational text (e.g. "I know this text is literature because..."). predict what the story will be about using the title and the cover; and ask questions about the text (e.g. "I wonder..."). talk about what happened in a story, TV show, or movie. Use details! (e.g. "The characters in the story are... "This character does/says...").
Informational Text	<ul style="list-style-type: none"> listen to or read a text and give examples of what makes it informational text. ask questions about the topic of an informational text. answer questions using text features. 	<ul style="list-style-type: none"> sort a stack of texts into two piles: literature and informational. Ask your child to explain the differences between the two piles. (e.g. "This pile is literature/informational text because..."). choose an informational text (e.g. non-fiction books, menus, junk mail, cereal box, signs, recipes, etc.). Think about what he/she already knows about the topic. Ask questions. Use the text features (such as the table of contents, headings, captions, etc.) to find answers.
Language: Vocabulary	<ul style="list-style-type: none"> recognize unfamiliar words. use pictures and/or other words in the sentence to determine the meaning. take turns when talking and listening to others. 	<ul style="list-style-type: none"> record unfamiliar words (e.g. make a "Words I Do Not Know" list). recognize when he/she reads or hears a word he/she does not know. Talk about ways he/she can figure out the meaning of the unknown word. ("You said _____. I think _____ means ...").

Glossary	story elements: parts of a story; such as: characters, setting, problem, solution, and major events	text: refers to books, websites, videos, menus, magazines, posters, signs, etc.	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.
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