First Grade Reading Newsletter
Marking Period 1, Part 1

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Literature	• identify (find and name) **texts** that are literature (tell a story) and explain how they know. • ask and answer questions about the **text.** • identify (find and name) the **story elements** of a **text**.
Informational Text	• identify (find and name) **texts** that are informational (give factual information) and explain how they know. • ask and answer questions about the **text.** • identify (find and name) **text features**.
Language: Vocabulary	• ask and answer questions to understand what words mean. • use vocabulary words correctly when speaking to others. • have conversations with others about first grade topics.

Text Feature Resource

Table of Contents	Glossary	Index
	Antenna: one of a pair of long, thin body parts, such as that on the head of an insect	Nutrition 5, 7, 21 Snacks 4-6, 13, 19 Vegetables 6, 15-18
Font Changes	Photograph	Illustration
• size • **bold** • highlighted • *italics* • underline • color		
Caption	Heading	Label
The Eiffel Tower is found in France.	Eating Right Kids all over the world are learning to make healthy choices.	Eiffel Tower

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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.	• identify and describe the parts of literature and informational **texts**. Once upon a time, there were three pigs who lived in the woods.　setting　characters http://homepages.uni-paderborn.de/odenbach/wwwmathpics/pigs/pig2.jpg • notice what is alike and different between literature and informational **texts**.
Collaboration	working effectively and respectfully to reach a group goal.	• take turns talking about the characters in a story or facts in an informational **text**. • work with others in literacy centers or small groups to finish an activity or task. • respect others, their ideas, and materials during reading activities.

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Learning Experiences by Measurement Topic (MT)

MT	🚌 In school, your child will . . .	🏠 At home, your child can . . .
Literature	• listen to or read a **text** and tell what makes it literature (e.g. "This text is literature because it is a story, has characters and main events."). • preview a **text** in order to ask and answer questions about what the story may be about. • describe the characters in a story by looking at pictures and listening to or reading the words.	• read every night. Try magazines, cookbooks, directions, flyers, mail, etc. • tell if the **text** is a story or if it is giving facts. • look at the title/cover and pictures, predict what the story will be about, and ask questions (e.g. "I wonder..."). • talk about the characters in a **text**; such as a book, TV show, movie, etc (e.g. "The characters in the story are..." "This character does/says...").
Informational Text	• listen to/read a **text** and tell what makes it informational **text** (e.g. "This **text** is informational because it has facts and I can use the text features to help me understand what I am reading."). • preview parts of an informational **text** in order to ask and answer questions about facts he/she may learn. • look through many informational **texts** and find a variety of **text features**.	• explain if a **text** is giving facts or telling a story. • choose an informational **text**. Before reading, ask your child what he/she already knows about the topic. ("I already know..." "I might learn..."). • point out **text features** while reading informational **texts** together ("This is a _(name of text feature)_ ..."). • list new facts learned after reading an informational **text**.
Language: Vocabulary	• recognize unknown words. Use pictures and/or other words in the sentence to determine the meaning. • take turns when talking and listening to others about first grade topics (e.g. characters in a story, the experiences the characters are having, rules and responsibilities, etc.).	• recognize when he/she reads or hears an unknown word. Talk about ways he/she can figure out the meaning of the unknown word. ("You said _____. I think _____ means ..."). • talk about school topics using vocabulary correctly. ("In school we have rights and responsibilities. They are...").

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.