










First Grade Reading Newsletter



Marking Period 4, Part 2

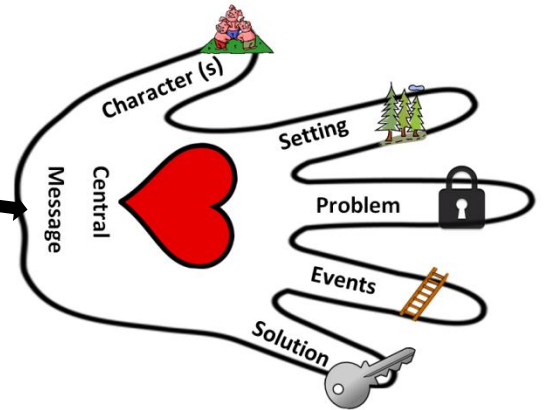
MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>				
Literature	<ul style="list-style-type: none"> describe characters, settings, and major events in a story, using key details and illustrations. retell stories using key details to show understanding of the central message. compare the experiences and/or feelings of characters in stories. 				
Informational Text	<ul style="list-style-type: none"> identify the main topic and retell using key details and text features for support. determine basic similarities and differences between two texts on the same topic. identify reasons an author gives to support points in a text. 				
Language: Vocabulary	<ul style="list-style-type: none"> participate in collaborative conversations by asking clarifying questions and building on the comments of others. define subject-specific vocabulary words using key attributes. <table border="1"> <thead> <tr> <th>Good</th><th>Service</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> made or grown by people can be touched or held   </td><td> <ul style="list-style-type: none"> an action or job that people do for each other cannot be touched or held </td></tr> </tbody> </table>	Good	Service	<ul style="list-style-type: none"> made or grown by people can be touched or held  	<ul style="list-style-type: none"> an action or job that people do for each other cannot be touched or held
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Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Originality	creating ideas and solutions that are novel or unique to the individual, group, or situation.	<ul style="list-style-type: none"> act out the experiences of a character making sure to use facial expressions and actions to show understanding. use information from the text to brainstorm creative solutions to take care of the Earth.   
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> be aware of different strategies used when reading different types of texts (e.g. look for the story elements when reading a literary text, use text features to locate key details in an informational text). monitor thinking when reading a literary text to determine key details that lead to the central message (e.g. "In <u>Little Red Riding Hood</u>, the girl wears a red cape and it does not help me to understand that she should not talk to strangers.").

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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	<ul style="list-style-type: none"> determine the central message in an art print by identifying key details. compare how characters in different stories solve similar problems. 	<ul style="list-style-type: none"> read every night. Try reading two different versions of the same story, such as <u>The Three Little Pigs</u> and <u>The Three Ninja Pigs</u>, or <u>Little Red Riding Hood</u> and <u>Lon Po Po</u>, and act out what the character does or says in each story. practice retelling stories to determine the central message using the Five Finger Retell strategy.
Informational Text	<ul style="list-style-type: none"> use the illustrations and details in a text to identify the main topic. read two texts related to science and social studies content (e.g. goods and services, recycling) to compare the similarities and differences on the same topic. identify reasons an author gives to support an opinion about the environment. 	<ul style="list-style-type: none"> compare two different photographs or texts (books, websites, or flyers) about the same topic (e.g. “What is the main topic of each photograph/text?” “What’s similar and different about the two photographs/texts?”).
Language: Vocabulary	<ul style="list-style-type: none"> build on comments of others during discussions (e.g. “You said that the author showed us a photograph of a city park with lots of living things. He also tells us that we need to take care of the Earth because it gives us clean air to live.”). sort words into meaningful groups to understand the concepts the groups represent using comparison circles (e.g. tools, machines or both?). 	<ul style="list-style-type: none"> draw and write about someone you know using vocabulary words (goods and services) learned at school (e.g. “My cousin provides a service by cutting people’s hair. When my friend buys a book, she is buying a good from the store.”). gather objects around the house and describe their attributes by identifying how objects are similar and different (e.g. “The stuffed bunny and toy car are small. The bunny feels soft, and the car feels hard.”).



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