

Elementary Reading

Parent Newsletter



A New Beginning

Welcome back to the start of another exciting school year! Students were filled with enthusiasm as they entered their classrooms for the first time. This year they will have the opportunity to meet new people and learn and experience new things. Together we will create a year of excellence for our children.

Here are some literacy activities that you can try at home!

LITERACY PORTFOLIO

Collect samples of your students work throughout the year. At the end of the year, share with your child all the progress that they have made. Continue the collection from year to year so they will have samples of their work through the years.

FAMILY TIMELINE

Create a timeline of events in either you or your child's life. Use post it notes to record events and move them around as needed.

MOVIE REVIEW

Read a book with your child then watch the movie. Write a review and discuss what the differences were between the book and the movie.



UPCOMING EVENTS IN THE COMMUNITY

Reading Buddies

Columbus
Metropolitan
Library

Various branches,
Hours may vary

Call 614-645-2ASK
for information

Family History Day

Sat, Oct. 5
9:30am-4:30pm

Columbus
Metropolitan
Library, Main Branch



Standards Taught During the 1st Grading Period

These are some of the skills that your child will be working on this quarter. Providing your child with additional assistance and support at home would be beneficial.

Kindergarten

Foundational Skills

- I can follow words from left to right, top to bottom, and page by page.
- I can understand that words are separated by spaces in print.
- I can recognize and name all upper- and lowercase letters of the alphabet.
- I can recognize and produce rhyming words.

Reading

- With help, I can name the author and illustrator of a story and define their roles in telling the story.
- I can identify the front and back cover and title page of a book.
- With help, I can describe how the illustrations support the story.

Writing

- I can capitalize the first word in a sentence and the pronoun "I."
- I can name end punctuation marks.
- I can write a letter or letters for most consonant and short vowel sounds.

1st Grade

Foundational Skills

- I can recognize the features of a sentence such as the first word, capitalization, and ending punctuation.
- I can determine if a vowel sound is long or short in spoken one syllable words.
- I can decode regularly spelled one syllable words.

Reading

- I can ask and answer questions about key details in a text.
- I can retell the key details of a text.
- I can identify the difference between texts that tell stories and texts that give information.
- I can identify how illustrations and details are used to describe a character, setting, and events in a text.

Writing

- I can write narratives to tell two or more events in sequence, including details about what happened, use transitional words to signal event order, and provide a closing.

2nd Grade

Foundational Skills

- I can distinguish long and short vowel sounds when reading regularly spelled one syllable words.

Reading

- I can describe the different points of view between two characters.
- I can identify how illustrations and words in a book or an online text are used to describe the characters, setting, and events in a story.
- I can compare two or more versions of the same story written by different authors.
- I can use the captions, bold print, headings, glossary, and index to get information about a text.
- I can identify the main purpose of a text.

Writing

- I can write narratives to tell about a well elaborated event or short sequence of events and include details that describe actions, thoughts, and feelings.
- I can write narratives that use transitional words to signal event order and provide a closing.

3rd Grade

Reading

- I can identify the theme and explain how it is conveyed through key detail in the text.
- I can retell stories including fables, folktales, and myths from diverse cultures.
- I can describe characters in a story and explain how their actions contribute to the events.
- I can describe how my point of view is different from the narrator and the characters.
- I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Writing

- I can write narratives to develop real or imagined experiences using descriptive details.
- I can write narratives that establish a situation and introduce a narrator and characters.
- I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events.
- I can write narratives that use transitional words to signal event order and provide a closing.

4th Grade

Reading

- I can determine the theme in a story, drama, or poem and use that information to summarize it.
- I can identify the main idea of text and describe how key details support it.

Writing

- I can write narratives to develop real or imagined experiences using descriptive details.
- I can write narratives that establish a situation and introduce a narrator and characters.
- I can use dialogue and descriptions to develop experiences and events or show the responses of characters to situations.
- I can write narratives that use a variety of transitional words and phrases to manage the sequence of events.
- I can write narratives that provide a conclusion.

5th Grade

Reading

- I can quote accurately from a text and use that information when making an inference.
- I can determine the theme in a story, drama, or poem from details in the text.
- I can describe how a narrator's or speaker's point of view influences how events are described.
- I can determine the main idea of two texts and how they are both supported by key details.
- I can explain how an author uses reasons or evidence to support a claim or point.

Writing

- I can write narratives to develop real or imagined experiences using descriptive details.
- I can write narratives that establish a situation and introduce a narrator and characters.
- I can use dialogue and descriptions to develop experiences and events or show the responses of characters to situations.
- I can write narratives that use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- I can write narratives that provide a conclusion.