

Fourth Grade Reading Newsletter

Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>	
Informational Text	<ul style="list-style-type: none"> • make inferences using text support. • identify and support main idea with details from the text. • summarize main ideas in order to compare multiple texts. • explain the relationships among a series of events or procedures. • identify and explain the text structure (chronology and cause and effect) author uses to explain ideas, events, or information. • compare and contrast firsthand and secondhand accounts of the same event using a variety of texts. • gather and interpret information from multiple forms of media (charts, graphs, websites, etc...). 	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Specific Example from the Text</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Background Information</div> </div> <div style="text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 200px; margin: 0 auto;"> Inferences: What does this portion of the text mean? </div> </div>
Language: Vocabulary	<ul style="list-style-type: none"> • define and use subject-specific vocabulary orally and in written work. • use reference materials (dictionary, thesaurus, glossary). • explain the meaning of unknown words and multiple meaning words. • use prefixes, suffixes, and roots to determine meaning of words. 	

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> • use main idea and details from text to improve understanding and create new ideas. • combine information from multiple sources to draw conclusions about content. • use multiple sources to make generalizations, inferences, and generate new ideas about content. • analyze how a prefix or suffix changes the meaning of a word.
Collaboration	working effectively and respectfully to reach a group goal. 	<ul style="list-style-type: none"> • learn routines and ground rules for working in small groups, partnerships, and whole groups. • have small group, partner, and whole group discussions related to literature. • have discussions in small groups, partner, and whole group to determine meaning from words in text.

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Learning Experiences by Measurement Topic		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Informational Text	<ul style="list-style-type: none"> go back to the text to find examples to support answers or ideas. use background knowledge and what was learned from reading to make inferences. compare firsthand and secondhand accounts of events. read various texts which include different points of view on similar events. summarize text by paraphrasing or restating main ideas. use graphic representations (charts, graphs, timelines, illustrations, photographs) to interpret information and make inferences. build background knowledge by reading a variety of informational text. describe ideas and concepts using text structure (chronology, cause and effect). 	<ul style="list-style-type: none"> read with you every night. (magazines, newspapers, factual books, etc.) visit the public library often. respond to questions about the text orally or in writing. <p><u>Possible questions:</u></p> <ul style="list-style-type: none"> <i>How is the text structured? What text features (pictures, headings, captions) did the author use to make it easier for you to understand?</i> <i>Summarize the main idea of this section of the text. What text feature helped you with your response?</i> <i>What were some subject-specific vocabulary words that the author used to help you understand the text?</i> <ul style="list-style-type: none"> find and discuss information gathered from graphs, timelines, illustrations, photographs, and comics from a newspaper, magazine, website, etc. Use the questions above to help clarify understanding. visit a museum or art gallery and use subject specific words to describe what is seen. <i>in first, second, or third person point of view?</i>
Language: Vocabulary	<ul style="list-style-type: none"> use digital resources to find meaning and support pronunciation of subject-specific or unfamiliar words. use suffixes and prefixes to explain words of Greek or Latin origin <ul style="list-style-type: none"> suffix -ful means full of; <i>hopeful</i> means full of hope prefix re- means repeat; <i>reread</i> means read again explain the meaning of unfamiliar words by using the opposite (antonym) or similar (synonym) meaning words. 	<ul style="list-style-type: none"> talk with peers and adults about new words or concepts learned in school. practice using context clues and other strategies learned to identify the meaning of unknown words. use online dictionary, thesaurus (http://www.merriam-webster.com) or translation resources (http://oxfordlanguagedictionaries.com). play word games which reinforce antonyms and synonyms (http://abcya.com/synonyms_antonyms.htm).
Glossary	<p>firsthand account: the account or artifact of someone who was witness to an event or time period of study</p> <p>point of view: perspective from which the story is told or viewpoint from which information is written</p>	<p>secondhand account: information presented based on primary resources or research</p> <p>text structure: the organization of a text (chronology or time sequence, cause/effect, description, compare/contrast, problem/solution)</p>

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