

Fourth Grade Reading Newsletter

Marking Period 3, 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. • use key details to paraphrase information and summarize various forms of texts. • describe and analyze text structures (main idea and key details, problem and solution) authors use to explain ideas, events, or information. • compare firsthand and secondhand accounts of the same event using a variety of texts. • identify how the author uses reasons and evidence to support points in the text. |
| Language: Vocabulary | <ul style="list-style-type: none"> • define and use subject-specific vocabulary. • use multimedia sources (websites, books on tape, pictures, videos, etc.) to help develop understanding of subject-specific and rich vocabulary. • use subject-specific vocabulary when presenting information orally and in writing. |

| Thinking and Academic Success Skills (TASS) | | | | | | | | |
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| | <u>It is . . .</u> | <u>In reading, students will . . .</u> | | | | | | |
| Evaluation | weighing evidence, examining claims, and questioning facts to make judgments based upon criteria. | <ul style="list-style-type: none"> • relate and compare ideas from different points of view (firsthand vs. secondhand accounts). • explain and support choices. • use phrases such as: <ul style="list-style-type: none"> ○ “This is useful when...” ○ “I like this but...” ○ “What about...” ○ “A good part about this...” | | | | | | |
| 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"> • self-monitor thought processes by reflecting on. . . <ul style="list-style-type: none"> ○ what they are thinking. “I think the author . . .” ○ how they are thinking. “I am rereading to understand . . .” ○ why they are thinking. “I’m reading and thinking because . . .” • plan, monitor, and evaluate how to capture information. • use strategies to keep track of thinking during reading. <p><u>Examples:</u></p> <ul style="list-style-type: none"> ○ KWL chart ○ think-aloud ○ paired problem solving ○ sticky notes ○ graphic organizers <div data-bbox="1021 1640 1409 1864" style="text-align: right; margin-top: 10px;"> <p>KWL Chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 33%;">Know</th> <th style="width: 33%;">Want to Know</th> <th style="width: 33%;">Learned</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td></td> <td></td> </tr> </tbody> </table> </div> | Know | Want to Know | Learned | | | |
| Know | Want to Know | Learned | | | | | | |
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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"> brainstorm a list of key details to determine the main idea. explain how an author uses details to support a point within informational text. summarize text by paraphrasing (restating) main ideas and providing supporting details. use background knowledge and new information from reading to make inferences. read various accounts of the same topic and gather evidence to support the claims made. summarize information on a topic by collaborating with teammates to combine facts from multiple texts (informational, articles, digital or multimedia, etc.). | <ul style="list-style-type: none"> read every night (novels, magazine or newspaper articles, websites, etc.). explain directions or procedures in their own words (following a recipe, playing a game, building a model, moving through levels in a video game, getting from one place to another, etc.). compare firsthand and secondhand accounts of sports or other events. (For example: watch a game, listen to an athlete’s interview after the game, read about the game on the internet or in the newspaper. Talk about how the different sources describe the game.) use a variety of sources to find out more about a topic of interest and talk about what was discovered. (For example, NASCAR: watch a video clip, read facts about NASCAR, watch a movie or documentary, listen to an interview, read articles or books about specific drivers, etc.) |
| Language: Vocabulary | <ul style="list-style-type: none"> present important information. use context clues, resources, and word roots to figure out the meanings of subject-specific words. use subject-specific and rich vocabulary appropriately in partner, small group, and whole group discussions. | <ul style="list-style-type: none"> play word games that practice using descriptive words to replace overused words (sad: unhappy, blue, depressed, disappointed, sorrowful, troubled, gloomy). <ul style="list-style-type: none"> Set a timer; write synonyms for a chosen word. Cross out words other players also wrote. Score a point for each unique descriptive word. Take turns stating synonyms for a chosen word. Players lose points or get “strikes” for repeating a synonym or taking more than 3 seconds. |
| Glossary | <p>firsthand account: the account or artifact of someone who was witness to an event or time period of study</p> <p>key details: details that support the message or topic in the text</p> <p>main idea: in informational text, the central point the author wants the reader to know</p> | <p>paraphrase: restate information from texts or speakers to clarify meaning</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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