

Fourth Grade Reading Newsletter

Marking Period 4, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>			
Informational Text	<ul style="list-style-type: none"> • compare and contrast firsthand and secondhand accounts of the same event using a variety of texts. • summarize a piece of literary nonfiction (autobiographies, biographies, and memoirs) using key details from the text. • integrate information from multiple texts. • identify reasons and evidence a speaker/writer provides to support particular points. • describe and analyze text structures (comparison, problem/solution) authors use. 			
Language: Vocabulary	<ul style="list-style-type: none"> • determine the meaning of words by consulting reference materials. → • use subject-specific vocabulary to present information orally and in writing. 	<p>ENCYCLOPEDIA</p> 	<p>DICTIONARY</p> 	<p>WEBSITE</p> 

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Flexibility	<p>being open and responsive to new and diverse ideas and strategies and moving freely among them.</p>	<ul style="list-style-type: none"> • select and use multiple strategies to make meaning of text. • adapt and use strategies to clarify understanding of vocabulary. • accept new evidence that changes thinking about text.
Intellectual Risk Taking	<p>accepting uncertainty or challenging the norm to reach a goal.</p> 	<ul style="list-style-type: none"> • ask peers and teachers for feedback to help make meaning from text. • understand that mistakes can help learning. • use mistakes as learning experiences to improve comprehension (e.g. Re-read the text to clarify details and determine the correct main idea.). • generate ideas, ask questions, clarify thoughts, adjust thinking, and evaluate ideas to make meaning from informational text.

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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>						
Informational Text	<ul style="list-style-type: none"> brainstorm a list of key details to determine main ideas. summarize a text by paraphrasing (restating) main ideas and providing supporting details. read a technical text to make something or learn a new skill. collect information across multiple texts (informational, articles, digital or multimedia, etc.) to create a presentation about a topic. use text structure signal words to identify the structure the author used. <table border="1" data-bbox="310 789 907 1143"> <thead> <tr> <th colspan="2">Text Structure Signal Words</th> </tr> <tr> <th>Comparison</th> <th>Cause and Effect</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> however nevertheless on the other hand although different/alike similarly either/or in the same way just like, just as </td> <td> <ul style="list-style-type: none"> if/then reasons why as a result therefore because consequently since so that due to </td> </tr> </tbody> </table> 	Text Structure Signal Words		Comparison	Cause and Effect	<ul style="list-style-type: none"> however nevertheless on the other hand although different/alike similarly either/or in the same way just like, just as 	<ul style="list-style-type: none"> if/then reasons why as a result therefore because consequently since so that due to 	<ul style="list-style-type: none"> read every night (novels, magazine or newspaper articles, websites, etc.). talk about what was read. <p><u>Possible questions:</u></p> <ul style="list-style-type: none"> What are the important details about the topic? What new information was learned? How was the information organized? What text features helped you understand the text? <ul style="list-style-type: none"> compare firsthand and secondhand accounts of sports or other events. <p><u>For example:</u></p> <ul style="list-style-type: none"> Watch an event. Listen to an interview after the event. Then read about the event on the internet or in the newspaper. Talk about how the different sources describe the event. <ul style="list-style-type: none"> play a game at home to encourage flexible thinking that requires changing strategies as needed (e.g. Life TM, Backgammon TM, Monopoly TM, etc.).
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Language: Vocabulary	<ul style="list-style-type: none"> use multimedia sources (websites, books on tape, pictures, videos, etc.) to help develop understanding of subject-specific and rich vocabulary. use subject-specific and rich vocabulary appropriately in partner, small group, and whole group discussions. 	<ul style="list-style-type: none"> play games such as <i>Apples to Apples</i> TM, <i>Scattergories</i> TM, <i>Scrabble</i> TM, <i>Words with Friends</i> TM, etc. to determine the meaning of new words and promote rich vocabulary. use an online dictionary or thesaurus to look up new words. <ul style="list-style-type: none"> (http://www.merriam-webster.com). use a translation resource (http://oxfordlanguagedictionaries.com) to find word meanings. 						

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