

Fifth Grade Reading Newsletter

Marking Period 2, Part 1

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>	
Literature	<ul style="list-style-type: none"> explain how a series of events, chapters, or scenes fit together to provide overall story structure. determine how illustrations and text contribute to the story structure. discuss how a speaker's point of view influences how events are described. explain how characters in a story respond to challenges to determine theme in a traditional story (e.g. myths, legends, folktales and fables). compare and contrast two or more characters, settings, events and/or genres (a type of text (mystery, myth, traditional text biography). analyze how visual and multimedia elements contribute to the tone of a text. use evidence to support analysis of literary text. 	
Informational Text	<ul style="list-style-type: none"> analyze multiple perspectives of the same event or topic, and note similarities and differences within points of view. 	
Language: Vocabulary	<ul style="list-style-type: none"> compare the relationships between synonyms and/or words that are closely related in meaning. interpret figurative language such as similes and metaphors. use common Greek and Latin roots and word parts as clues to meanings of words. recognize and explain the meaning of common idioms. 	

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"> analyze and discuss how chapter headings, titles, and events give clues to the origins of storytelling (myths) in various cultures. integrate events and details to develop a concise summary of the text. consider how illustrations contribute to story structure and point of view. 
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"> explain and evaluate (judge) evidence to support thinking. evaluate use of relevant evidence when thinking about tone. analyze clues from events and key details in order to solve problems within mystery texts. monitor reading to identify characteristics of mystery. self-monitor how thinking changes after reading and discussion.

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Learning Experiences by Measurement Topic (MT)														
MT	 In school, your child will . . .		 At home, your child can . . .											
Literature	<ul style="list-style-type: none"> identify how authors create tone through word choice within dialogue, character relationships, conflicts and character motivation. identify the characteristics of mysteries and myths. sequence events and identify themes (central or underlying messages of the text) based on characters' responses to challenges. analyze the combination of illustrations and text used by the author to provide insight to story structure, point of view, and suspense. 		<ul style="list-style-type: none"> read a variety of texts nightly including mysteries and myths. create and perform a mystery play that includes a sleuth (a character looking for clues and solving a problem). 											
			<p><u>Mystery</u>: a type of fiction text that has clues the reader needs to put together to solve the problem</p>	<p><u>Myth</u>: a traditional story which has been passed down informally over time, usually by word of mouth</p>										
			<p><u>Possible Discussion Questions</u>:</p> <ul style="list-style-type: none"> What clues led to uncovering the mystery? What were the characteristics of the sleuth? 	<p><u>Possible Discussion Questions</u>:</p> <ul style="list-style-type: none"> What culture was highlighted in the story? What lesson was taught or learned? 										
Informational Text	<ul style="list-style-type: none"> examine contributions of individuals associated with the framing of the United States Constitution. <u>Examples</u>: George Washington and Benjamin Franklin read and compare accounts of various events during the Constitutional Convention and analyze the points of view. 		<ul style="list-style-type: none"> enjoy a visit to local national monuments and museums such as the American History Museum, Library of Congress, or Mount Vernon. take a trip to the library and check out reading books about the United States Government and past leaders. 											
Vocabulary	<ul style="list-style-type: none"> use Greek and Latin word parts with similar roots to develop vocabulary. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 25%;">Prefix</th> <th style="width: 25%;">Root</th> <th style="width: 25%;">Suffix</th> <th style="width: 25%;">Meaning</th> </tr> </thead> <tbody> <tr> <td>Trans- (<i>move across</i>)</td> <td>Form (<i>structure</i>)</td> <td>-ed (<i>past tense</i>)</td> <td><i>Transformed means- To move or change structure</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> recognize an idiom in a text and infer its meaning. <u>Example</u>: "Hold your tongue" means "do not speak." compare synonyms and closely related words to develop strong vocabulary (e.g. <u>hot</u>- boiling, toasty, blazing, burning) interpret the meanings of metaphors and similes. 	Prefix	Root	Suffix	Meaning	Trans- (<i>move across</i>)	Form (<i>structure</i>)	-ed (<i>past tense</i>)	<i>Transformed means- To move or change structure</i>		<ul style="list-style-type: none"> practice using idioms in your daily conversations. listen to your favorite songs. List the similes and metaphors used by the artists and discuss their meanings. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; padding: 5px;"> <p><u>Simile</u>: a comparison of two things using "like" or "as" <i>Example</i>: "Her skin was <u>like</u> a rose petal."</p> </td> <td style="width: 50%; padding: 5px;"> <p><u>Metaphor</u>: a type of figurative language authors use to directly compare two things <i>Example</i>: "Time is money."</p> </td> </tr> </table> <ul style="list-style-type: none"> work with a partner at home and play a word game. <u>Directions</u>: Choose a word like "happy". Take two minutes to write as many synonyms as possible. The person with the most synonyms wins! 	<p><u>Simile</u>: a comparison of two things using "like" or "as" <i>Example</i>: "Her skin was <u>like</u> a rose petal."</p>	<p><u>Metaphor</u>: a type of figurative language authors use to directly compare two things <i>Example</i>: "Time is money."</p>	
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Glossary	<p>analyze: break down the whole in to parts that may not be immediately obvious; examine the parts so that the structure of the whole is understood</p>	<p>point of view: perspective from which the story is told or viewpoint from which the text is narrated</p>	<p>story structure: the organization or structure of the elements of a story</p>	<p>tone: the author's attitude toward a subject</p>										

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