


Fourth Grade Reading Newsletter



Marking Period 3, Part 1

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Literature	<ul style="list-style-type: none"> • identify the relationship between characters and setting using details from the text. • summarize a text to determine the theme. • compare similar themes and topics within literature (myths, fantasies). • use evidence from the text to support inferences made. • describe characters in depth using text support. • examine characteristics of myths and fantasies. • use details from the text to state explicit (stated) and implicit (inferred) information. • examine the use of figurative language and draw inferences.
Language: Vocabulary	<ul style="list-style-type: none"> • use Greek and Latin affixes (prefixes, suffixes) and root words to determine meanings of words. • use context clues to determine the meaning of words and phrases. • apply strategies to clarify the meanings of unknown words and words with multiple meanings. • define and use subject-specific vocabulary.

Thinking and Academic Success Skills (TASS)		
	<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"> • question facts to make judgments about the validity of the information in various texts. • justify choices or solutions a character makes. • judge and justify the accuracy of inferences.  <p>A word cloud centered around the word 'evaluation' in large, bold, dark red letters. Other words in various colors and sizes include: 'argument', 'judge', 'worthy', 'choice', 'good', 'criteria', 'solution', 'option', 'effective', and 'strong'.</p>
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"> • connect background knowledge to new learning. • self-monitor comprehension of various genres of literature. • seek clarification and adapt learning. • evaluate thinking using questions such as: <i>"What don't I know?"</i> <i>"What do I know?"</i> <i>"How do I know?"</i>

Fourth Grade Reading Newsletter

Marking Period 3, Part 1

Learning Experiences by Measurement Topic										
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>								
Literature	<ul style="list-style-type: none">read a variety of literature to identify the characteristics of myths and fantasies.<table border="1"><tr><th><u>Myths</u> (traditional stories)</th><th><u>Fantasies</u></th></tr><tr><td>passed down from generation to generation</td><td>struggle between good and evil</td></tr><tr><td>teaches a lesson or moral</td><td>characters may be animals, people or supernatural beings</td></tr><tr><td>reflects cultures and time periods</td><td>setting may be real world or fantasy</td></tr></table>use background knowledge and information from literature (myths and fantasies) to make inferences.describe characters in depth using support from the text. What does the character say? What does the character do?make connections between written and visual presentations (picture, movie clip, skit, etc.) of myths.explain how a setting can affect a character’s actions.compare the same theme within different stories.	<u>Myths</u> (traditional stories)	<u>Fantasies</u>	passed down from generation to generation	struggle between good and evil	teaches a lesson or moral	characters may be animals, people or supernatural beings	reflects cultures and time periods	setting may be real world or fantasy	<ul style="list-style-type: none">read books every night (myths, fantasies, and traditional stories).use digital materials to support learning of myths and fantasies.<ul style="list-style-type: none">www.aaronshep.com/rt/RTE.htmlwww.pitt.edu/~dash/folktexts.htmlreinforce understanding of myths and fantasies by watching shows and/or movies based on myths and fantasies. (e.g. <i>Hercules</i>, <i>The Hunchback of Notre Dame</i>, <i>Tale of Despereaux</i>, <i>Ratatouille</i>, etc.)practice metacognition by thinking about how you go through a process and how it can be applied to other situations. <u>Examples:</u><ul style="list-style-type: none">Describe the process you use to select your clothes in the morning.Describe a process you use and have a family member guess what process you’re describing. (Make it a game!)practice the skill of evaluating. For example, create a skit for a commercial that compares two books and tells why one is better than the other.
	<u>Myths</u> (traditional stories)	<u>Fantasies</u>								
passed down from generation to generation	struggle between good and evil									
teaches a lesson or moral	characters may be animals, people or supernatural beings									
reflects cultures and time periods	setting may be real world or fantasy									
Language: Vocabulary	<ul style="list-style-type: none">use reference materials (digital and print dictionary and thesaurus) to determine the meanings of key words and phrases.explore and explain the meaning of common idioms within a text. For example:<ul style="list-style-type: none"><i>‘I smell a rat!’</i><i>‘It’s raining cats and dogs!’</i>	<ul style="list-style-type: none">engage in activities to deepen understanding of idioms.<ul style="list-style-type: none">Go to the public library and check out books on idioms.Draw pictures to match idioms and explain the actual meaning.Create a list of favorite idioms.Play a game with a friend to recall the most idioms.choose a new word from your reading, look it up on an online dictionary and record it in a vocabulary log.								
Glossary	figurative language: any language that goes beyond the literal meaning of words in order to furnish new effects or fresh insights into an idea or a subject	theme: central or underlying message of the text								