

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	• 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	• 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)								
	<u>It is . . .</u>	<u>In reading, students will . . .</u>						
Evaluation	weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.	• relate and compare ideas from different points of view (firsthand vs. secondhand accounts). • explain and support choices. • use phrases such as: ○ "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.	• self-monitor thought processes by reflecting on. . . ○ 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. <u>Examples:</u> ○ KWL chart ○ think-aloud ○ paired problem solving ○ sticky notes ○ graphic organizers KWL Chart <table> <tr> <th>Know</th><th>Want to Know</th><th>Learned</th></tr> <tr> <td></td><td></td><td></td></tr> </table>	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	- 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.).	- 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	- 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.	- play word games that practice using descriptive words to replace overused words (sad: unhappy, blue, depressed, disappointed, sorrowful, troubled, gloomy). - 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	firsthand account: the account or artifact of someone who was witness to an event or time period of study key details: details that support the message or topic in the text main idea: in informational text, the central point the author wants the reader to know	paraphrase: restate information from texts or speakers to clarify meaning secondhand account: information presented based on primary resources or research text structure: the organization of a text (chronology or time sequence, cause/effect, description, compare/contrast, problem/solution)