

Fourth Grade Reading Newsletter

Marking Period 4, Part 1

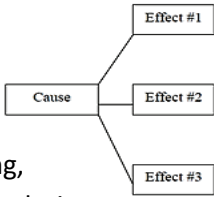
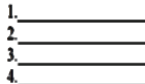
MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>	
Literature	• compare realistic fiction, poetry, and drama (plays) based on elements of text structure. • identify and compare similar themes and topics within literature (poems, plays, and realistic fiction). • compare different points of view found within a text. • make inferences using text support.	Realistic fiction: stories that could happen in the real world, but come from the writer's imagination. For example: <u>Tales of a Fourth Grade Nothing</u>, <u>Freckle Juice</u>, <u>Ramona Quimby, Age 8</u>
Language: Vocabulary	• examine figurative language in a text to draw inferences. • use context clues to determine the meanings of words and phrases. • discuss and explain the meanings of similes and metaphors. • use common Greek and Latin affixes (suffixes and prefixes) as clues to determine the meanings of words.	

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Flexibility	being open and responsive to new and diverse ideas and strategies and moving freely among them.	• select and use multiple resources and strategies to clarify information read. • consider several alternative solutions to characters' problems. • generate different ideas and accept multiple points of view about a topic.
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	• accept other solutions and ideas from peers about stories. • understand that mistakes can help learning. • use mistakes as learning experiences to improve comprehension (e.g. It can take several attempts to read a poem fluently.). • generate ideas, ask questions, clarify thoughts, adjust thinking, and evaluate ideas to make meaning from literature.

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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>												
Literature	• read a variety of realistic fiction, plays and poems to identify the elements of each genre. • compare the elements and characteristics of realistic fiction, plays and poems. <u>Example:</u> ○ How are the elements of realistic fiction and poems different? ○ How are the elements of plays and realistic fiction similar? • compare theme and points of view in text. <u>Example:</u> ○ What is the character’s point of view about ____? ○ How does the point of view change throughout the text? • compare the same theme within different stories. • use background knowledge and new information from literature (realistic fiction, plays, and poems) to make inferences. • use or create graphic organizers to support comprehension of reading.  For example: cause and effect, sequencing, compare and contrast, and problem and solution	• read books every night (realistic fiction, plays, and poetry) and identify the elements. <table><tr><th>Elements</th><th>Characteristics of Realistic Fiction</th></tr><tr><td>Characters</td><td>human, believable, use dialogue that makes them seem real</td></tr><tr><td>Setting</td><td>the world as we know it, could exist, vivid and accurate description</td></tr><tr><td>Problem</td><td>dealing with everyday problems of self, family, society, or nature</td></tr><tr><td>Solution</td><td>believable, as a result of the characters’ actions</td></tr><tr><td>Theme</td><td>a message about people, life, nature, and the world we live in that the author wants the reader to understand</td></tr></table> • read and interpret the meaning of plays and poems found online. http://pbskids.org/arthur/games/poetry/narrative.html http://www.aaronshep.com/rt/RTE07.html • engage in activities to support the understanding of drama. For example: watch plays, play charades, invite friends over to act out a play with stage directions, reread plays from school to practice fluency, etc. • use clues given in television previews and movie trailers to make inferences.	Elements	Characteristics of Realistic Fiction	Characters	human, believable, use dialogue that makes them seem real	Setting	the world as we know it, could exist, vivid and accurate description	Problem	dealing with everyday problems of self, family, society, or nature	Solution	believable, as a result of the characters’ actions	Theme	a message about people, life, nature, and the world we live in that the author wants the reader to understand
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Language: Vocabulary	• use figurative language to clarify the meaning of a text (e.g. Why does the author use the phrase, “She was on top of the world.”?). • use reference materials (digital or print dictionary and thesaurus) to determine meanings of words.	• play games such as <i>Hangman</i> TM, <i>Boggle</i> TM, <i>Scrabble</i> TM, etc. to determine the meanings of new words and promote rich vocabulary. • use an online dictionary or thesaurus (http://www.merriam-webster.com). • use a translation resource (http://oxfordlanguagedictionaries.com) to find word meanings.												