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| **MT** | **Learning Goals by Measurement Topic (MT)** Students will be able to . . .  |
| **Literature** | * ask and answer questions using who, what, where, when, why, and how to identify key details in a story.
* discuss how characters respond to challenges.
* describe the structure of a story (beginning, middle, end).
* build on the comments of others by adding thoughts and ideas based on details from the story.
* describe and compare characters’ points of view**.**
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| **Language: Vocabulary** | * use knowledge of the meaning of individual words to predict the meaning of compound words.
* identify verbs with closely-related meanings.
* use glossaries and dictionaries, both print and digital, to clarify the meaning of words and phrases.
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| **Thinking and Academic Success Skills (TASS)**  |
|  | It is . . . | In reading, students will . . .  |
| **Fluency** | generating multiple responses to a problem or idea. | * ask a variety of simple and complex questions about a story.
* answer open-ended questions in different ways, orally or in writing.
* use different strategies to find the meanings of unknown words.
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| **Collaboration** | working effectively and respectfully to reach a group goal. | * work with pairs or small groups to discuss new information learned from a text.
* respect the comments and ideas of others in a small guided reading group.
* share responsibilities to reach a goal or carry out a plan of action.
* show a willingness to share and listen to multiple ideas about how a character responds to challenges.
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| **Learning Experiences by Measurement Topic (MT)**  |
| **MT** | C:\Users\dunhamme\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1985JOXC\MC900325652[1].wmf In school, your child will . . .  | j0185604j0185604At home, your child can . . .  |
| **Literature** | * take notes about elements of the story and its structure (characters, setting, plot) and share ideas with a partner.
* describe how the events of a story form its **story structure.**
* read and discuss how a character responds to challenges and resolves problems.
* discuss a character’s thoughts, feelings, and opinions (point of view) and make real-life connections to them.
* read two versions of a folktale and identify similarities and differences between their **story** **structures.**
 | * read every day. Mix it up! Read stories, informational books, recipes, magazines, digital resources, etc.
* read two versions of the same story and compare elements of the story structure.

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| Possible questions:* How was the setting similar?
* How were the characters different?
* If you were \_\_\_\_\_ how would you have responded?
* Which version did you like best? Why?
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| **Language: Vocabulary**  | * predict what a compound word means based on its two parts.

Example*:* Compound word - “zookeeper”

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| Part 1: **zoo**A place where animals are kept in cages or enclosures. | Part 2: **keeper**A person who guards or watches something. | I think it means:A person who guards or watches the animals at a zoo. |

* use digital and print dictionaries and glossaries to find the meaning of unknown words.
 | * look for compound words in the books read at home.

Keep going: make a list of compound words and illustrate them in a notebook. |
| ***Vocabulary Development:***Encourage your child to generate verbs with similar meanings to help expand their word bank. For example: throw, toss, lob, heave, etc.Ask: How can understanding the meaning of closely related verbs help you when writing? |

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| **Glossary** | **story structure**: the organization or structure of the elements of a story |