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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**.** |
| **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. |
| **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.  |  | | --- | | 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? | |
| **Language: Vocabulary** | * predict what a compound word means based on its two parts.   Example*:* Compound word - “zookeeper”   |  |  |  | | --- | --- | --- | | 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 |