



# Fifth Grade Reading Newsletter

Marking Period 2, Part 1




MT	Learning Goals by Measurement Topic (MT)	
	<u>Students will be able to . . .</u>	
Literature	<ul style="list-style-type: none"> <li>explain how a series of events, chapters, or scenes fit together to provide overall <b>story structure</b>.</li> <li>determine how illustrations and text contribute to the <b>story structure</b>.</li> <li>discuss how a speaker's <b>point of view</b> influences how events are described.</li> <li>explain how characters in a story respond to challenges to determine theme in a traditional story (e.g. myths, legends, folktales and fables).</li> <li>compare and contrast two or more characters, settings, events and/or genres (a type of text (mystery, myth, traditional text biography).</li> <li><b>analyze</b> how visual and multimedia elements contribute to the tone of a text.</li> <li>use evidence to support analysis of literary text.</li> </ul>	
Informational Text	<ul style="list-style-type: none"> <li>analyze multiple perspectives of the same event or topic, and note similarities and differences within <b>points of view</b>.</li> </ul>	
Language: Vocabulary	<ul style="list-style-type: none"> <li>compare the relationships between synonyms and/or words that are closely related in meaning.</li> <li>interpret figurative language such as similes and metaphors.</li> <li>use common Greek and Latin roots and word parts as clues to meanings of words.</li> <li>recognize and explain the meaning of common idioms.</li> </ul>	

## Thinking and Academic Success Skills (TASS)

	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> <li><b>analyze</b> and discuss how chapter headings, titles, and events give clues to the origins of storytelling (myths) in various cultures.</li> <li>integrate events and details to develop a concise summary of the text.</li> <li>consider how illustrations contribute to <b>story structure</b> and <b>point of view</b>.</li> </ul> 
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"> <li>explain and evaluate (judge) evidence to support thinking.</li> <li>evaluate use of relevant evidence when thinking about <b>tone</b>.</li> <li>analyze clues from events and key details in order to solve problems within mystery texts.</li> <li>monitor reading to identify characteristics of mystery.</li> <li>self-monitor how thinking changes after reading and discussion.</li> </ul>

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Learning Experiences by Measurement Topic (MT)													
MT	 In school, your child will . . .	 At home, your child can . . .											
Literature	<ul style="list-style-type: none"><li>identify how authors create <b>tone</b> through word choice within dialogue, character relationships, conflicts and character motivation.</li><li>identify the characteristics of mysteries and myths.</li><li>sequence events and identify themes (central or underlying messages of the text) based on characters’ responses to challenges.</li><li><b>analyze</b> the combination of illustrations and text used by the author to provide insight to <b>story structure, point of view,</b> and suspense.</li></ul>	<ul style="list-style-type: none"><li>read a variety of texts nightly including mysteries and myths.</li><li>create and perform a mystery play that includes a sleuth (a character looking for clues and solving a problem).</li></ul>											
		<u>Mystery</u> : a type of fiction text that has clues the reader needs to put together to solve the problem	<u>Myth</u> : a traditional story which has been passed down informally over time, usually by word of mouth										
		<u>Possible Discussion Questions:</u> <ul style="list-style-type: none"><li>What clues led to uncovering the mystery? What were the characteristics of the <b>sleuth</b>?</li></ul>	<u>Possible Discussion Questions:</u> <ul style="list-style-type: none"><li>What culture was highlighted in the story? What lesson was taught or learned?</li></ul>										
Informational Text	<ul style="list-style-type: none"><li>examine contributions of individuals associated with the framing of the United States Constitution. <u>Examples:</u> George Washington and Benjamin Franklin</li><li>read and compare accounts of various events during the Constitutional Convention and <b>analyze</b> the <b>points of view</b>.</li></ul>	<ul style="list-style-type: none"><li>enjoy a visit to local national monuments and museums such as the American History Museum, Library of Congress, or Mount Vernon.</li><li>take a trip to the library and check out reading books about the United States Government and past leaders.</li></ul>											
Vocabulary	<ul style="list-style-type: none"><li>use Greek and Latin word parts with similar roots to develop vocabulary.</li></ul>	<ul style="list-style-type: none"><li>practice using idioms in your daily conversations.</li><li>listen to your favorite songs. List the similes and metaphors used by the artists and discuss their meanings.</li></ul>											
	<table border="1"><thead><tr><th>Prefix</th><th>Root</th><th>Suffix</th><th>Meaning</th></tr></thead><tbody><tr><td>Trans- (<i>move across</i>)</td><td>Form (<i>structure</i>)</td><td>-ed (<i>past tense</i>)</td><td><i>Transformed means- To move or change structure</i></td></tr></tbody></table> <ul style="list-style-type: none"><li>recognize an idiom in a text and infer its meaning. <u>Example:</u> “Hold your tongue” means “do not speak.”</li><li>compare synonyms and closely related words to develop strong vocabulary (e.g. <u>hot</u>- boiling, toasty, blazing, burning)</li><li>interpret the meanings of metaphors and similes.</li></ul>	Prefix	Root	Suffix	Meaning	Trans- ( <i>move across</i> )	Form ( <i>structure</i> )	-ed ( <i>past tense</i> )	<i>Transformed means- To move or change structure</i>	<table border="1"><tbody><tr><td><u>Simile</u>: a comparison of two things using “like” or “as” <i>Example: “Her skin was <u>like</u> a rose petal.”</i></td><td><u>Metaphor</u>: a type of figurative language authors use to directly compare two things <i>Example: “Time is money.”</i></td></tr></tbody></table> <ul style="list-style-type: none"><li>work with a partner at home and play a word game. <u>Directions:</u> Choose a word like “happy”. Take two minutes to write as many synonyms as possible. The person with the most synonyms wins!</li></ul>	<u>Simile</u> : a comparison of two things using “like” or “as” <i>Example: “Her skin was <u>like</u> a rose petal.”</i>	<u>Metaphor</u> : a type of figurative language authors use to directly compare two things <i>Example: “Time is money.”</i>	
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Glossary	<b>analyze:</b> break down the whole in to parts that may not be immediately obvious; examine the parts so that the structure of the whole is understood	<b>point of view:</b> perspective from which the story is told or viewpoint from which the text is narrated	<b>story structure:</b> the organization or structure of the elements of a story	<b>tone:</b> the author’s attitude toward a subject									

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