

Fourth Grade Reading Newsletter

Marking Period 2, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Informational Text	<ul style="list-style-type: none"> • make inferences using text support. • use key details to paraphrase information and summarize various forms of texts. • identify main idea or theme to compare multiple texts. • describe and analyze how authors use cause and effect text structures to explain ideas, events, or information. • explore firsthand accounts of the same event using a variety of texts. • identify evidence a speaker provides to support a claim or an idea. • generate inquiry questions.
Language: Vocabulary	<ul style="list-style-type: none"> • apply strategies to clarify the meanings of unknown and multiple meaning words. • define and use subject-specific vocabulary. • use antonyms and synonyms to determine the meaning of words. • use multimedia sources (websites, books on tape, pictures, videos, etc.) to help develop understanding of subject-specific and rich vocabulary. • use subject-specific and rich vocabulary to add details in oral and written responses.

Thinking and Academic Success Skills (TASS)

	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Elaboration	adding details that expand, enrich, or embellish.	<ul style="list-style-type: none"> • apply main idea and details from literature and informational text to deepen understanding of concepts. • use multiple sources to make generalizations, inferences, and expand on ideas about content. • explain and combine ideas to explain how human activities affect the natural environment using informational text. • combine and explain information from historical events, documents, and policies to identify the main idea. 
Effort/Motivation/Persistence	working effectively and respectfully to reach a group goal. 	<ul style="list-style-type: none"> • start a task → work on the task → complete the task. • work in flexible groupings such as pairs, triads, or quads to describe how they used an effective strategy to determine the meanings of words. • follow through and adjust reading goals. • develop and demonstrate a plan of action to achieve a goal or solve a problem. <div data-bbox="1003 1789 1469 1906" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ○ <i>My goal for reading this quarter is...</i> ○ <i>I will achieve my goals by...</i> ○ <i>This is important because...</i> </div>

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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	<ul style="list-style-type: none"> use background knowledge and what was learned from reading to make inferences. brainstorm a list of key details to determine a main idea. summarize text by paraphrasing (restating) the main idea and providing supporting details. describe the cause and effect relationship between events, ideas, concepts, or information. generate inquiry questions about exploration and explorers. collect information across multiple texts (informational, articles, digital or multimedia, etc.). listen to various accounts of exploration, and gather evidence to determine the impact of events. add and combine ideas from a variety of sources to explain how human activities affect the environment. 	<ul style="list-style-type: none"> read every night (magazines, newspapers, factual books, etc.). respond to questions about the text orally or in writing. <u>Possible questions:</u> <ul style="list-style-type: none"> Describe a cause and effect relationship found in the text. How did it affect the text? Summarize the main idea of this section of the text. What key details helped you support your response? What questions would you ask the author to gain more meaning? What new learning did you gain from this reading or procedure? set goals and make a plan to follow through. Discuss ways to resolve obstacles that arise. visit a museum or art gallery and use subject-specific vocabulary to describe what is seen and heard. practice summarizing movies, TV shows, books, comics, articles, etc.
Language: Vocabulary	<ul style="list-style-type: none"> use subject-specific and rich vocabulary in discussions. determine word meaning relevant to academic concepts. use digital resources to find meanings and correct pronunciation of unfamiliar words. brainstorm rich vocabulary to replace overused terms. study antonyms (opposites) and synonyms (similar words) to determine deeper meanings of words.    	<ul style="list-style-type: none"> practice using synonyms and antonyms to identify word meaning. replace overused words with more descriptive vocabulary in conversation (e.g. said: shared, elaborated, stated, screamed, yelled, shouted). use these websites to support learning: <ul style="list-style-type: none"> online dictionary, thesaurus http://www.merriam-webster.com translation resources http://oxfordlanguagedictionaries.com play word games http://abcya.com/synonyms_antonyms.htm
Glossary	<p>firsthand account: the account or artifact of someone who was witness to an event or time period of study</p> <p>key details: details that support the lesson or message the writer wants to get across in his or her story</p>	<p>main idea: in informational text, the central point the author wants the reader to know</p> <p>text structure: the organization of a text (chronology or time sequence, cause and effect, description, compare and contrast, problem and solution)</p>

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