

# Fifth Grade Reading Newsletter

Marking Period 1, Part 1

MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>	
Literature	<ul style="list-style-type: none"> <li>determine the author’s message by examining descriptions of settings and events.</li> <li>identify <b>story elements</b> and <b>plot</b> by <b>analyzing</b> characters’ actions and their effect on story events.</li> <li>identify theme/central message (underlying message) based on characters’ responses to events and challenges (conflict or problem that a character faces).</li> <li>draw conclusions about characters based on evidence from the text using direct quotes and key details.</li> </ul>	
Language: Vocabulary	<ul style="list-style-type: none"> <li>use signal words (e.g. however, similarly, in addition) to show agreement or disagreement.</li> <li>use the text to identify the meaning of homographs (e.g. tear/tear, contract/contract).</li> <li>identify sentences or quotes that use hyperbole (exaggerations) to tell about characters or events.</li> </ul>	

<b>Thinking and Academic Success Skills (TASS)</b>		
	<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.	<ul style="list-style-type: none"> <li>form and change ideas about characters’ and narrators’ <b>points of view</b> based on evidence from the text.</li> <li>form and adjust opinions about characters and events based on the author’s use of hyperbole (exaggeration).</li> <li>rethink personal ideas after listening to others through conversations.</li> </ul>
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> <li>share responsibilities (roles) for literature discussions within a group, create ground rules for group discussions, and participate actively.</li> <li>participate in discussions to share ideas about theme/central message and to gain new knowledge from peers.</li> <li>pose and respond to specific questions about the theme/central message (e.g. fear) as it relates to the text.</li> </ul> 

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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>		
<b>Literature</b>	<ul style="list-style-type: none"> <li>identify characteristics of adventure stories and tall tales.</li> <li>use multimedia resources (such as video, art, books, etc.) to <b>analyze</b> how authors express story theme, <b>mood</b>, and <b>tone</b>.</li> <li>discuss why authors make choices about settings and characters' actions and how these impact events in a story.</li> <li>support answers with direct and indirect quotes.                             <ul style="list-style-type: none"> <li>Direct quote – “Anthony,” said Strega Nona, “You must sweep the house and wash the dishes.”</li> <li>Indirect quote – “Big Anthony had a nice bed to sleep in, right next to the goat shed, and he had food to eat.”</li> </ul> <small>Depaola, Tomie (1979). <i>Strega Nona</i>. New York: Aladdin Paperbacks.</small> </li> </ul>		<ul style="list-style-type: none"> <li>read a variety of texts including adventure stories and tall tales.                             <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 5px;">Adventure stories include action, villains vs. heroes, and have experiences that are real or fantasy. (example: <u>Julie of the Wolves</u> by Jean Craighead George)</td> <td style="padding: 5px;">Tall Tales are traditional tales that may extend truths and often explain events in nature or origins of mankind. (example: <u>Paul Bunyan and Other Tall Tales</u> by Jane Mason)</td> </tr> </table> </li> <li>identify and explain the message in stories, movies and music.                             <p><u>Possible Questions:</u></p> <ul style="list-style-type: none"> <li>How does your favorite song or book affect your mood?</li> <li>How do movie elements (lighting, dialogue, character interactions, and camera angles) deliver the author's message?</li> </ul> </li> <li>discuss how a character's actions influence the <b>plot</b> of the story.</li> </ul>	Adventure stories include action, villains vs. heroes, and have experiences that are real or fantasy. (example: <u>Julie of the Wolves</u> by Jean Craighead George)	Tall Tales are traditional tales that may extend truths and often explain events in nature or origins of mankind. (example: <u>Paul Bunyan and Other Tall Tales</u> by Jane Mason)
Adventure stories include action, villains vs. heroes, and have experiences that are real or fantasy. (example: <u>Julie of the Wolves</u> by Jean Craighead George)	Tall Tales are traditional tales that may extend truths and often explain events in nature or origins of mankind. (example: <u>Paul Bunyan and Other Tall Tales</u> by Jane Mason)				
<b>Language: Vocabulary</b>	<ul style="list-style-type: none"> <li>determine if signal words show agreement.</li> <li>find examples of <b>hyperbole</b> in a tall tale and share thoughts about how the <b>hyperbole</b> relates to the character.</li> <li>identify the meaning of homographs using context clues.                             <ul style="list-style-type: none"> <li>The class developed a rule <u>contract</u> to pledge the students' accountability.</li> <li>Students should consistently wash their hands so they do not <u>contract</u> illness.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>include signal words in your discussions about various topics (e.g. meals, chores, outings) to share your feelings about decisions. Show agreement by using “similarly.” Show disagreement by using “however.”</li> <li>look for examples of homographs in a magazine, newspaper, or comic book.</li> <li>keep a log of the <b>hyperboles</b> you hear. <b>Hyperbole</b> is an extreme exaggeration that may be used to evoke strong feelings or impression, but is not meant to be taken literally.                             <p><u>Example:</u> John Henry was born with a hammer in his hand.</p> </li> </ul>		
<b>Glossary</b>	<p><b>analyze:</b> break down the whole into parts that may not be immediately obvious; examine the parts so that the structure of the whole is understood</p>	<p><b>mood :</b> the feeling the author creates for the reader</p> <hr/> <p><b>point of view:</b> perspective from which the story is told or viewpoint from which the text is narrated</p>	<p><b>plot:</b> organized pattern or sequence of events, problems and solutions that make up a story</p> <p style="text-align: center;"><b>Plot Diagram</b></p> 	<p><b>story elements:</b> parts of a story; such as: characters, setting, problem, solution, and major events</p> <hr/> <p><b>tone:</b> the author's attitude toward a subject</p>	

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