# Fifth Grade Reading Newsletter
## Marking Period 2, Part 2

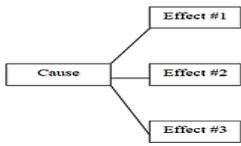| MT | Learning Goals by Measurement Topic (MT) |
|---|---|
| | Students will be able to . . . |
| **Informational Text** | • read **technical texts** to identify the relationships between two or more main ideas and explain how they are supported by key details. <br> • research information from multiple print or digital sources, and locate answers to questions efficiently. <br> • explain how an author uses reasons and evidence to support claims in a text and/or identify the reasons and evidence that support the author's points. <br> • compare and contrast the overall **text structure** of events, ideas, concepts, or information in two or more texts. <br><br> **Real life mysteries** <br><br> Easter Island     Bermuda Triangle |
| **Language: Vocabulary** | • pose and respond to specific questions by making comments that contribute to discussions. <br> • use cause and effect signal words as clues to the meanings of unknown words or phrases. <br> • consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the meaning and pronunciation of key words and phrases. |

| Thinking and Academic Success Skills (TASS) | | |
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| | It is . . . | In reading, students will . . . |
| **Synthesis** | putting parts together to build understanding of a whole concept or to form a new or unique whole. | • determine main idea through key details in the text. <br> • draw on information from a video and article to develop knowledge about real life mysteries. <br> • combine information from two sources to draw conclusions. <br> • generate and record questions about a text, have collaborative discussions to answer questions, and generate new questions. |
| **Metacognition** | knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking. | • monitor comprehension strategies when reading a **technical text** to perform a task and reevaluate thinking to make the task successful. <br> • self-monitor thinking while reading a text. <br><br> insightful clarify synthesis metacognition evaluative knowledge self-manage self-monitor decision self-talk apply analysis application plan think comprehension rational factual reason |

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| Learning Experiences by  Measurement Topic (MT) | | |
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| **MT** | In school, your child will . . . | At home, your child can . . . |
| **Informational Text** | <ul><li>read **technical texts** to understand steps to perform a task.</li><li>read articles, interpret pictures, discuss and analyze causes of real life mysteries.</li><li>use specific quotes to explain the cause and effect relationship between events in an informational text.</li><li>discuss and analyze the variety of text structures authors use.</li><li>use self-monitoring strategies to understand text.</li></ul>Possible Questions:<ul><li>Did this make sense while I read?</li><li>Should I reread the text?</li><li>How can I connect what I already know to the new information?</li></ul> | <ul><li>read a variety of texts nightly, and discuss key ideas about the text with a family member.</li></ul>Example:<ul><li>What is the most important point the author is trying to make in his or her writing?</li><li>Why is the title a good title for the book?  If you had to think of another title, what would it be and why?</li><li>Does this book remind you of another book you know?  Does it remind you of something you have experienced in real life?</li></ul><ul><li>Read a recipe or directions for building toy models.  After reading, discuss how you could improve the directions or recipe to make the product better.</li></ul> |
| **Language: Vocabulary** | <ul><li>view a book trailer and a "making of" video and discuss how the work of one person can influence the work of others.</li><li>generate a question about unknown information using subject specific vocabulary.</li><li>identify cause and effect signal words or phrases to determine meaning.</li></ul>Example:  this led to, as a result, consequently | <ul><li>compare a favorite book to its movie version.</li></ul>Possible Questions:<ul><li>How do movie elements (lighting, dialogue, camera angles) contribute to the plot?  Is the plot represented the same way in the book version?</li><li>How do the elements enhance the story? What description does the book include that gives the reader the same or different feelings?</li></ul><ul><li>use key vocabulary to write a letter to an author sharing an opinion of the text or movie.</li></ul> |

| **Glossary** | **text structure:** the organization of a text<br>Example: cause and effect, chronology or time sequence, description, compare and contrast, problem and solution<br><br> | **technical text:**  type of informational text that presents specialized or scientific information in a way that is clear and easy to understand |
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