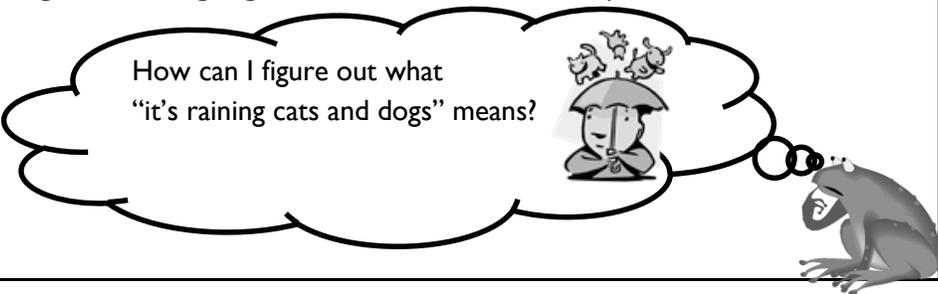


# Fifth Grade Reading Newsletter

Marking Period 4, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>	
Literature	<ul style="list-style-type: none"> <li>identify the <b>theme</b> and summarize <b>key details</b> in poems and plays.</li> <li><b>analyze</b> the character's or narrator's <b>point of view</b> and how it influences events in a poem or a play.</li> <li>examine how scenes in a play fit together to create text structure.</li> </ul>	
Language: Vocabulary	<ul style="list-style-type: none"> <li>identify how <b>figurative language</b>, word relationships, and word choice impact poems and plays.</li> </ul>	

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Evaluation	weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.	<ul style="list-style-type: none"> <li>study elements in a play and determine criteria for skills needed to be a successful actor in a performance. (Criteria is a standard on which a decision or judgment may be based.)</li> <li>compare how different types of theatre performances (opera, musicals, middle school plays, etc.) are similar and different.</li> <li>determine and justify the <b>theme</b> of a story by using details from the text.</li> </ul>
Effort/Motivation/ Persistence	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	<ul style="list-style-type: none"> <li>Work hard and consistently <b>analyze</b> visual and multimedia elements to make meaning of a poem.</li> <li>use strategies, such as visualization, to interpret the meaning of <b>figurative language</b> in order to understand a poem.</li> </ul> 

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Marking Period 4, Part 2

## Learning Experiences by Measurement Topic (MT)

MT	 In school, your child will . . .	 At home, your child can . . .
<b>Literature</b>	<ul style="list-style-type: none"> <li>identify the use of structural elements of plays (e.g. cast of characters, setting, scenes, stage directions) and examine how scenes create the structure of the drama.</li> <li>summarize <b>key details</b> in poems, lyrics, and plays using videos and CDs.</li> <li>examine <b>key details</b> that are essential to understanding <b>themes</b> in poems.</li> <li>analyze how the narrator’s perspective contributes to the meaning and tone, and how this would change if told from another <b>point of view</b>.</li> </ul> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; width: 150px; margin-right: 20px;"> <p>The wolf is trying to knock our house down and eat us! We won't be your dinner!</p> </div>  </div> <p style="font-size: small; margin-top: 5px;">Scieszka, Jon &amp; Smith, Lane (1989). <i>The True Story of the Three Little Pigs</i>. New York, New York: Puffin Books.</p>	<ul style="list-style-type: none"> <li>read a variety of self-selected texts everynight that may include multiple versions of the same story.</li> <li>read poetry by different poets to find favorites. Use online poetry resources, including:             <ul style="list-style-type: none"> <li>Giggle Poetry (<a href="http://gigglepoetry.com/">http://gigglepoetry.com/</a>) to read and create poems with figurative language.</li> <li>The Poetry Archive (<a href="http://www.poetryarchive.org">http://www.poetryarchive.org</a>) to listen to poets read their own work.</li> </ul> </li> <li>see a play in a professional or local theatre.             <p><u>Suggested venues:</u></p> <ul style="list-style-type: none"> <li>Local high school or middle school</li> <li>Imagination Stage, Bethesda, MD</li> <li>Olney Theatre Center for the Arts, Olney, MD</li> <li>The Puppet Company, Glen Echo, MD</li> <li>Kennedy Center for the Performing Arts, Washington, D.C.</li> </ul> </li> </ul>
<b>Language: Vocabulary</b>	<ul style="list-style-type: none"> <li>recognize and explain the meaning of common idioms, metaphors, similes in poems and plays.</li> <li>discuss how the author’s use of antonyms and synonyms deepen the reader’s understanding of text.</li> </ul>	<ul style="list-style-type: none"> <li>create a poem collage by searching for words and phrases, in all sizes and colors, from various sources — magazines, cereal boxes, etc. Cut them out. Arrange the words in any way, and have discussions about the meanings of the words.             <p><u>Keep going:</u> Make a collection of your poems. Use the new words in daily conversations.</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>figurative language:</b> any language that goes beyond the literal meaning of words in order to furnish new effects or fresh insights into an idea or a subject</p> <p><b>key details:</b> details that support the message or topic in the text</p>
		<p><b>point of view:</b> perspective from which the story is told or viewpoint from which information is written</p> <p><b>theme:</b> central or underlying message of the text</p>

# **Fifth Grade Reading Newsletter**

Marking Period 4, Part 2