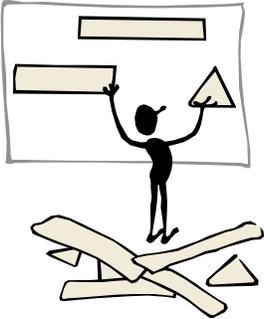


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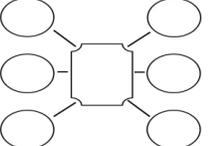
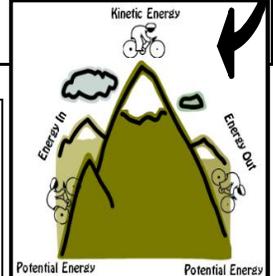
Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Literature	<ul style="list-style-type: none"> draw inferences about key details from the text. analyze multiple accounts of the same topic to compare different points of view.
Informational Text	<ul style="list-style-type: none"> analyze roles and viewpoints of individuals and groups using research strategies. summarize and paraphrase key ideas in a text to convey the author's message. analyze multiple accounts of the same event to compare points of view. identify characteristics of informational text and text structure (e.g. sequencing, signal words, compare and contrast).
Language: Vocabulary	<ul style="list-style-type: none"> analyze viewpoints of individuals and groups. use information from the text to determine the meaning of unknown words. pose (state) and respond to specific questions in collaborative discussions.

Thinking and Academic Success Skills (TASS)		
	<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"> use prior knowledge and new information in order to draw inferences or conclusions. seek multiple perspectives during collaborative discussions. rethink or adapt new strategies related to literature and vocabulary to explain the meaning of the text. 
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> take responsibility as leaders and as members of a group to reach a group goal. share responsibility when participating in group activities. support group decisions with evidence and quotes from the text.

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Marking Period 1, Part 2

Learning Experiences by Measurement Topic (MT)				
MT	 In school, your child will . . .	 At home, your child can . . .		
Literature	<ul style="list-style-type: none"> identify and accurately quote text to support the understanding of each person's point of view (characters, authors, readers). <u>Possible Questions:</u> <ul style="list-style-type: none"> Is the text written in first person, second person, or third person point of view? what language (words and phrases) does the author use to reveal information about a specific point of view? 	<ul style="list-style-type: none"> discuss the point of view of a character in the story and give evidence as support. <u>Possible Questions:</u> <ul style="list-style-type: none"> From whose point of view is the story told? If it was told from another point of view, how would the story have changed? 		
Informational Text	<ul style="list-style-type: none"> read a variety of informational texts related to social studies and the American Revolution to compare different points of view. listen to a speech and summarize the key points a speaker makes using reasons and evidence for support. read biographies about people related to scientific concepts to enhance social studies and science concepts. 	<ul style="list-style-type: none"> discuss the points of view of important historical figures (George Washington, Thomas Jefferson, etc.) from the American Revolution. share knowledge gained from the biographies read in class. choose biographies related to a topic of interest and share findings. <u>Possible Questions:</u> <ul style="list-style-type: none"> Who did you read about? What contributions did they offer? 		
Language: Vocabulary	<ul style="list-style-type: none"> expand vocabulary related to different subject areas (social studies, science). use a variety of concept maps/organizers to build understanding of content related vocabulary. <ul style="list-style-type: none"> Examples: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <small>Definition</small> <small>Characteristics</small> <small>Examples</small> — (Concept) — <small>Non-examples</small> </div> <div style="text-align: center;">  </div> </div> 	<ul style="list-style-type: none"> use subject specific vocabulary to describe class activities. <u>Example:</u> the difference between <i>potential</i> (energy stored in an object) and <i>kinetic energy</i> (energy produced by the motion of an object). Find real world examples of subject specific vocabulary. <u>Example:</u> The car parked in the driveway has <i>potential energy</i>. As it drives away, it has <i>kinetic energy</i>. 		
Glossary	analyze: 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	biography: an account of someone's life written by someone else	paraphrase: restate the text in another form or other words to clarify meaning	point of view: perspective from which the story is told or viewpoint from which the text is narrated

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Marking Period 1, Part 2