

# Fourth Grade Reading Newsletter

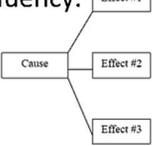
Marking Period 2, Part 1

MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>
Literature	<ul style="list-style-type: none"> <li>• compare poetry and drama (plays) based on elements of <b>text structure</b>.</li> <li>• identify and compare similar <b>themes</b> and topics within literature (poems, plays, and traditional stories).</li> <li>• make inferences using text support.</li> <li>• analyze cause and effect text structure.</li> </ul>
Language: Vocabulary	<ul style="list-style-type: none"> <li>• define and use subject-specific vocabulary.</li> <li>• use context clues to determine the meaning of words and phrases.</li> <li>• identify and explain how similes and metaphors deepen understanding of a text.</li> <li>• use common Greek and Latin roots (word parts) to determine word meaning.</li> <li>• recognize and explain the meaning of common proverbs.</li> <li>• apply strategies to clarify the meaning of unknown and multiple-meaning words.</li> </ul>

<b>Thinking and Academic Success Skills (TASS)</b>		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Elaboration	adding details that expand, enrich, or embellish.	<ul style="list-style-type: none"> <li>• combine or add ideas to improve the use of reading strategies.</li> <li>• use questioning strategies to challenge the reasoning of self and others during reading group discussions.</li> <li>• use different forms of communication (oral, written, and visual) to express ideas from literature.</li> <li>• gather information to add details to oral and written responses.</li> <li>• consider new perspectives and develop new ideas to enhance the meaning of literature.</li> </ul>  <p>A word cloud centered around the word 'Elaboration' in large green letters. Other words include: open-minded, creative, modify, clarity, expand, diverse, combine, changes, options, different, adjust, possibilities, enhance, expandable, compare, and embellish.</p>
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>• start a task → work on the task → complete the task.</li> <li>• manage time and work diligently to complete tasks.</li> <li>• set achievable and challenging reading goals.</li> <li>• draw from a variety of strategies in order to reach a goal.</li> <li>• use phrases such as:                             <ul style="list-style-type: none"> <li>○ "I know I can..."</li> <li>○ "I will..."</li> <li>○ "I will adjust..."</li> <li>○ "Let's try again..."</li> </ul> </li> </ul>  <p>A word cloud featuring the words 'Motivation', 'Persistence', and 'Effort' in large, bold letters. Other words include: begin, start, pressure, believe, determine, important, valued, can, self, safe, regulate, and obstacles.</p>

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Marking Period 2, Part 1

Learning Experiences by Measurement Topic												
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>										
Literature	<ul style="list-style-type: none"> <li>read a variety of literature (poems, plays, and traditional stories) and discuss details that describe the characteristics and story elements (characters, settings, events, and themes).</li> </ul> <table border="1" data-bbox="319 521 932 682"> <thead> <tr> <th colspan="2">Characteristics of Literature</th> </tr> <tr> <th>Poetry</th> <th>Plays</th> </tr> </thead> <tbody> <tr> <td>Verse</td> <td>Stage Directions</td> </tr> <tr> <td>Rhyme</td> <td>Cast of Characters</td> </tr> <tr> <td>Meter</td> <td>Dialogue</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>collaborate to evaluate how the elements of plays and poems affect their meaning.</li> <li>use graphic organizers to map out cause and effect and chronology text structure.</li> <li>compare the same theme within different stories.</li> <li>use background knowledge and information from literature (plays, poems, and traditional stories) to make inferences.</li> </ul>	Characteristics of Literature		Poetry	Plays	Verse	Stage Directions	Rhyme	Cast of Characters	Meter	Dialogue	<ul style="list-style-type: none"> <li>read books with you every night (plays, poems, and traditional stories).</li> <li>use digital materials to read folktales and plays. www.aaronshp.com/rt/RTE.html or www.pitt.edu/~dash/folktexts.html</li> <li>reinforce understanding of drama by: watching plays, playing charades, acting out a play with stage directions, or rereading plays for fluency.</li> <li>use or create graphic organizers to make meaning of text.</li> </ul> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> </ol> </div>  </div> <p>(e.g. cause and effect, sequencing, compare and contrast, problem and solution)</p> <ul style="list-style-type: none"> <li>make inferences while reading and answer questions about theme.             <ul style="list-style-type: none"> <li>What is a theme of the story? How do you know?</li> </ul> </li> <li>practice effort, motivation, and persistence when reading at home by saying phrases like: “stick with it” “try again” “try a different way”</li> <li>practice elaborating by adding details when retelling a story.</li> </ul>
	Characteristics of Literature											
Poetry	Plays											
Verse	Stage Directions											
Rhyme	Cast of Characters											
Meter	Dialogue											
Language: Vocabulary	<ul style="list-style-type: none"> <li>look for context clues in the text to help find the meaning of words.</li> <li>use reference materials (digital and print dictionaries or thesauruses) to determine the meaning of words.</li> <li>identify and explain the meaning of proverbs found in text.</li> </ul>	<ul style="list-style-type: none"> <li>practice using <b>context clues</b> to determine the meaning of unknown words.             <ol style="list-style-type: none"> <li>1. Identify an unknown word in a text.</li> <li>2. Reread the paragraph in which the word is located. What is it about?</li> <li>3. Use what you know about the paragraph to make a guess about the word’s meaning.</li> <li>4. Ask: What else can the word mean?</li> <li>5. Select the meaning for the word that makes the most sense.</li> </ol> </li> </ul>										
Glossary	<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	<b>text structure:</b> the organization of a text (chronology or time sequence, cause and effect, description, compare and contrast, problem and solution) <b>theme:</b> central or underlying message of the text										