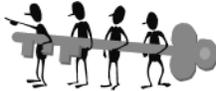# Fourth Grade Reading Newsletter

Marking Period 1, Part 1

MT	Learning Goals by Measurement Topic (MT)
	Students will be able to . . .
Literature	• identify and describe story elements (setting, characters, plot). • identify and compare different narrator's points of view. • use text evidence to support ideas. • make inferences using text support. • identify and compare themes within literature (stories, poems, plays).
Language: Vocabulary	• define and use content specific vocabulary. • identify figurative language and explain author's purpose for using figurative language. • use **context clues** to determine meaning of words and phrases.

Thinking and Academic Success Skills (TASS)		
	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.	• combine information from text with background knowledge to make or generate understanding of **theme**, **point of view**, and **story elements**. • use prior knowledge and new information in order to make **inferences** or draw conclusions. *Prior Knowledge* **+** *New Information* **=** *An Inference*
Collaboration	working effectively and respectfully to reach a group goal.	• learn routines and ground rules for working in small groups, partnerships, and whole groups. • have small group, partner, and whole group discussions related to **literature**. • have discussions in small groups, partner, and whole group to determine meaning from words in text.

Fourth Grade Reading Newsletter

Marking Period 1, Part 1

		Learning Experiences by Measurement Topic		
MT		In school, your child will . . .		At home, your child can . . .
Literature		• describe a character, setting, or event. • discuss key ideas to determine **theme.** • compare literature to understand how **theme** is different in diverse stories. • use background knowledge and what was learned to make **inferences.** Example: *A boy walks in the house holding his arm with tears running down his face. His friend walks in behind him with a skate board. What inference can we make?* • compare texts with different points of view. • determine if text is in first or third person point of view. ◦ *I, me,* and *my* = first person, ◦ *he, she,* and *they* = third person.		• read books with you every night (historical or realistic fiction, poems, etc.). • visit the public library often. • read different versions of the same story which show different **points of view** (ex: Rumpelstiltskin and Rumpelstiltskin's Daughter). • discuss stories read with peers and adults. Possible questions: ◦ *What is the setting of the story? How does the setting affect the story? Could the story take place in a different setting?* ◦ *What character traits does this character have? What does the character say or do to help you determine these traits?* ◦ *What is a **theme** of the story? How do you know?* ◦ *Is the text written in first or third person **point of view**?*
Language: Vocabulary		• read a variety of literature to recognize **similes** and **metaphors** and explain why the author used them. Simile: Her eyes are shiny as jewels in the sun. Metaphor: Her eyes are jewels sparkling in the sun. • look for **context clues** in the text to understand the meanings of words and phrases.		• talk about ways to figure out the meaning of the unknown words. ◦ *You said _____. I think _____ means_____, because…* ◦ *What clues are in the sentence, picture, and title or nearby sentences?* ◦ *This word looks like _____, so it must be related.* • establish rules and guidelines for sharing ideas at family meetings. For example, don't interrupt, make eye contact, and listen attentively.

Glossary	**figurative language:** any language that goes beyond the literal meaning of words in order to gain new insights into an idea or a subject **point of view**: perspective from which a story is told or the view point from which a text is narrated	**story elements**: parts of a story; such as: characters, setting, problem, solution, and major events **text**: refers to books, websites, videos, menus, magazines, posters, signs, etc. **text evidence**: events or information from the text that support your answer **theme:** central or underlying message author wants to convey