

# Fifth Grade Reading Newsletter

Marking Period 3, Part 1

MT	<b>Learning Goals by Measurement Topic (MT)</b> <i>Students will be able to . . .</i>
<b>Literature</b>	<ul style="list-style-type: none"> <li>summarize a story or poem by determining the <b>theme</b> from details in the text.</li> <li>describe how a narrator or speaker's <b>point of view</b> influences the description of events.</li> <li>explain how a series of stanzas fit together to provide <b>poetic structure</b>.</li> <li>analyze how visual and multimedia elements (images, text, color, and layout) contribute to the meaning, beauty of the text, or tone (the author's attitude toward a subject).</li> </ul>
<b>Language: Vocabulary</b>	<ul style="list-style-type: none"> <li>respond to specific questions within discussions.</li> <li>determine the meaning of <b>figurative language</b> within a text.</li> <li>discuss ideas and draw conclusions based on new information gained from discussions.</li> </ul>

<b>Thinking and Academic Success Skills (TASS) (16)</b>		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
<b>Elaboration</b>	adding details that expand, enrich, or embellish.	<ul style="list-style-type: none"> <li>elaborate on the ideas of others by asking questions or responding through discussion with specific details from the text.</li> <li>examine elements of image, color, and layout within graphic novels to identify: theme, points of view, tone and <b>plot</b>.</li> <li>use evidence from the text to support ideas and inferences.</li> </ul>
<b>Intellectual Risk Taking</b>	accepting uncertainty or challenging the norm to reach a goal.	<ul style="list-style-type: none"> <li>draw conclusions about the authors of poems based on the description of events found within texts.</li> <li>explore what makes questions researchable.</li> <li>adapt questions based on available resources.</li> <li>question ideas about characters' thoughts and feelings by evaluating and reevaluating inferences.</li> </ul> 

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Learning Experiences by Measurement Topic					
MT	 In school, your child will . . .	 At home, your child can . . .			
Literature	<ul style="list-style-type: none"> <li>summarize the <b>theme</b> of realistic fiction, poetry, and graphic novels using key details.</li> </ul> <table border="1"> <tr> <td>Realistic Fiction: stories that <i>could</i> happen in the real world, in a time and setting that is possible, and with characters that are true to life</td> <td>Graphic Novel: any book in a comic format that resembles a novel in length and narrative development</td> </tr> </table> <ul style="list-style-type: none"> <li>analyze how different <b>points of view</b> influence event description.</li> <li>examine the structure of poems (stanza, line breaks, poem type).</li> <li>examine visual and multimedia elements (images, text, color, and layout) in graphic novels to analyze how sequence, meaning, and <b>tone</b> have been created.</li> <li>write an original narrative (story) and create a book trailer (multimedia presentation).</li> </ul>	Realistic Fiction: stories that <i>could</i> happen in the real world, in a time and setting that is possible, and with characters that are true to life	Graphic Novel: any book in a comic format that resembles a novel in length and narrative development	<ul style="list-style-type: none"> <li>read a variety of self-selected texts everynight including the digital resource <i>The International Children’s Digital Library</i> to read books in many languages from around the world. (<a href="http://en.childrenslibrary.org">http://en.childrenslibrary.org</a> )</li> <li>create a comic strip or <b>storyboard</b> about a favorite story. Use speech bubbles and multimedia elements (images, text, color, and layout) to enhance the product.</li> <li>write a poem with multiple stanzas about a topic of choice. Or, for more family fun, have each family member write one stanza and read the final product together!</li> </ul> 	
	Realistic Fiction: stories that <i>could</i> happen in the real world, in a time and setting that is possible, and with characters that are true to life	Graphic Novel: any book in a comic format that resembles a novel in length and narrative development			
Language: Vocabulary	<ul style="list-style-type: none"> <li>determine the meaning of <b>figurative language</b> within poems written by various poets, such as Langston Hughes or Ernest Hemingway.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Langston Hughes         </div> <div style="text-align: center;">  Ernest Hemingway         </div> </div>	<ul style="list-style-type: none"> <li>use online poetry resources to support learning:             <ul style="list-style-type: none"> <li>Giggle Poetry to read and create poems with <b>figurative language</b>. (<a href="http://gigglepoetry.com/">http://gigglepoetry.com/</a> )</li> <li>Poetry 4 Kids to build vocabulary. (<a href="http://www.poetry4kids.com/games">http://www.poetry4kids.com/games</a> )</li> <li>The Poetry Archive to listen to poets read their own work. (<a href="http://www.poetryarchive.org">http://www.poetryarchive.org</a> )</li> </ul> </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>plot:</b> organized pattern or sequence of events, problems, and solutions that make up a story	<b>storyboard:</b> a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production		
	<b>genre:</b> a type of text (mystery, myth, traditional text, biography, realistic fiction, historical fiction, fantasy, etc.)	<b>point of view:</b> perspective from which the story is told or viewpoint from which the text is narrated	<b>theme:</b> central or underlying message of the text		

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