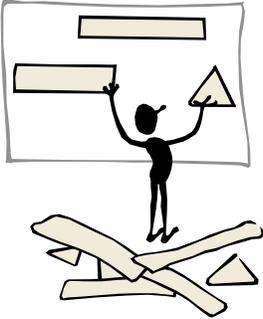


# Fifth Grade Reading Newsletter

Marking Period 1, Part 2

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

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

# Fifth Grade Reading Newsletter

Marking Period 1, Part 2

Learning Experiences by Measurement Topic (MT)				
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>		
Literature	<ul style="list-style-type: none"> <li>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"> <li>Is the text written in first person, second person, or third person point of view?</li> </ul> </li> <li>what language (words and phrases) does the author use to reveal information about a specific point of view?</li> </ul>	<ul style="list-style-type: none"> <li>discuss the <b>point of view</b> of a character in the story and give evidence as support. <u>Possible Questions:</u> <ul style="list-style-type: none"> <li>From whose point of view is the story told?</li> <li>If it was told from another point of view, how would the story have changed?</li> </ul> </li> </ul>		
Informational Text	<ul style="list-style-type: none"> <li>read a variety of informational texts related to social studies and the American Revolution to compare different points of view.</li> <li>listen to a speech and summarize the key points a speaker makes using reasons and evidence for support.</li> <li>read <b>biographies</b> about people related to scientific concepts to enhance social studies and science concepts.</li> </ul>	<ul style="list-style-type: none"> <li>discuss the <b>points of view</b> of important historical figures (George Washington, Thomas Jefferson, etc.) from the American Revolution.</li> <li>share knowledge gained from the <b>biographies</b> read in class.</li> <li>choose <b>biographies</b> related to a topic of interest and share findings. <u>Possible Questions:</u> <ul style="list-style-type: none"> <li>Who did you read about?</li> <li>What contributions did they offer?</li> </ul> </li> </ul>		
Language: Vocabulary	<ul style="list-style-type: none"> <li>expand vocabulary related to different subject areas (social studies, science).</li> <li>use a variety of concept maps/organizers to build understanding of content related vocabulary.                             <ul style="list-style-type: none"> <li>Examples:                                     <div style="display: flex; align-items: center; gap: 20px;"> <div data-bbox="556 1096 766 1242"> </div> <div data-bbox="829 1088 1039 1242"> </div> </div> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>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>.</li> </ul>		
Glossary	<b>analyze:</b> 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	<b>biography:</b> an account of someone's life written by someone else	<b>paraphrase:</b> restate the text in another form or other words to clarify meaning	<b>point of view:</b> perspective from which the story is told or viewpoint from which the text is narrated

# **Fifth Grade Reading Newsletter**

Marking Period 1, Part 2