


Fifth Grade Reading Newsletter

Marking Period 1, Part 1




MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Literature	<ul style="list-style-type: none"> determine the author’s message by examining descriptions of settings and events. identify story elements and plot by analyzing characters’ actions and their effect on story events. identify theme/central message (underlying message) based on characters’ responses to events and challenges (conflict or problem that a character faces). draw conclusions about characters based on evidence from the text using direct quotes and key details.
Language: Vocabulary	<ul style="list-style-type: none"> use signal words (e.g. however, similarly, in addition) to show agreement or disagreement. use the text to identify the meaning of homographs (e.g. tear/tear, contract/contract). identify sentences or quotes that use hyperbole (exaggerations) to tell about characters or events.

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"> form and change ideas about characters’ and narrators’ points of view based on evidence from the text. form and adjust opinions about characters and events based on the author’s use of hyperbole (exaggeration). rethink personal ideas after listening to others through conversations.
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> share responsibilities (roles) for literature discussions within a group, create ground rules for group discussions, and participate actively. participate in discussions to share ideas about theme/central message and to gain new knowledge from peers. pose and respond to specific questions about the theme/central message (e.g. fear) as it relates to the text. 

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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"> identify characteristics of adventure stories and tall tales. use multimedia resources (such as video, art, books, etc.) to analyze how authors express story theme, mood, and tone. discuss why authors make choices about settings and characters' actions and how these impact events in a story. support answers with direct and indirect quotes. <ul style="list-style-type: none"> Direct quote – “Anthony,” said Strega Nona, “You must sweep the house and wash the dishes.” Indirect quote – “Big Anthony had a nice bed to sleep in, right next to the goat shed, and he had food to eat.” <small>Depaola, Tomie (1979). <i>Strega Nona</i>. New York: Aladdin Paperbacks.</small> 	<ul style="list-style-type: none"> read a variety of texts including adventure stories and tall tales. <table border="1" data-bbox="1037 375 1927 558"> <tr> <td>Adventure stories include action, villains vs. heroes, and have experiences that are real or fantasy. (example: <u>Julie of the Wolves</u> by Jean Craighead George)</td> <td>Tall Tales are traditional tales that may extend truths and often explain events in nature or origins of mankind. (example: <u>Paul Bunyan and Other Tall Tales</u> by Jane Mason)</td> </tr> </table> identify and explain the message in stories, movies and music. <p><u>Possible Questions:</u></p> <ul style="list-style-type: none"> How does your favorite song or book affect your mood? How do movie elements (lighting, dialogue, character interactions, and camera angles) deliver the author's message? discuss how a character's actions influence the plot of the story. 	Adventure stories include action, villains vs. heroes, and have experiences that are real or fantasy. (example: <u>Julie of the Wolves</u> by Jean Craighead George)	Tall Tales are traditional tales that may extend truths and often explain events in nature or origins of mankind. (example: <u>Paul Bunyan and Other Tall Tales</u> by Jane Mason)
Adventure stories include action, villains vs. heroes, and have experiences that are real or fantasy. (example: <u>Julie of the Wolves</u> by Jean Craighead George)	Tall Tales are traditional tales that may extend truths and often explain events in nature or origins of mankind. (example: <u>Paul Bunyan and Other Tall Tales</u> by Jane Mason)			
Language: Vocabulary	<ul style="list-style-type: none"> determine if signal words show agreement. find examples of hyperbole in a tall tale and share thoughts about how the hyperbole relates to the character. identify the meaning of homographs using context clues. <ul style="list-style-type: none"> The class developed a rule <u>contract</u> to pledge the students' accountability. Students should consistently wash their hands so they do not <u>contract</u> illness. 	<ul style="list-style-type: none"> include signal words in your discussions about various topics (e.g. meals, chores, outings) to share your feelings about decisions. Show agreement by using “similarly.” Show disagreement by using “however.” look for examples of homographs in a magazine, newspaper, or comic book. keep a log of the hyperboles you hear. Hyperbole is an extreme exaggeration that may be used to evoke strong feelings or impression, but is not meant to be taken literally. <p><u>Example:</u> John Henry was born with a hammer in his hand.</p> 		
Glossary	<p>analyze: break down the whole into parts that may not be immediately obvious; examine the parts so that the structure of the whole is understood</p> <p>mood : the feeling the author creates for the reader</p> <p>point of view: perspective from which the story is told or viewpoint from which the text is narrated</p>	<p>plot: organized pattern or sequence of events, problems and solutions that make up a story</p> <p>Plot Diagram</p> 	<p>story elements: parts of a story; such as: characters, setting, problem, solution, and major events</p> <p>tone: the author's attitude toward a subject</p>	

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