

Fifth Grade Reading Newsletter



Marking Period 2, Part 2


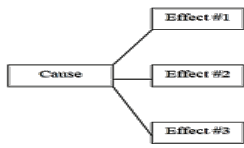
MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Informational Text	<ul style="list-style-type: none"> • read technical texts to identify the relationships between two or more main ideas and explain how they are supported by key details. • research information from multiple print or digital sources, and locate answers to questions efficiently. • explain how an author uses reasons and evidence to support claims in a text and/or identify the reasons and evidence that support the author's points. • compare and contrast the overall text structure of events, ideas, concepts, or information in two or more texts. <div style="text-align: center;"> <p>Real life mysteries</p> <p>Easter Island Bermuda Triangle</p> </div>
Language: Vocabulary	<ul style="list-style-type: none"> • pose and respond to specific questions by making comments that contribute to discussions. • use cause and effect signal words as clues to the meanings of unknown words or phrases. • consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the meaning and pronunciation of key words and phrases.

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> • determine main idea through key details in the text. • draw on information from a video and article to develop knowledge about real life mysteries. • combine information from two sources to draw conclusions. • generate and record questions about a text, have collaborative discussions to answer questions, and generate new questions.
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> • monitor comprehension strategies when reading a technical text to perform a task and reevaluate thinking to make the task successful. • self-monitor thinking while reading a text. <div style="text-align: center;"> </div>

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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>
Informational Text	<ul style="list-style-type: none"> read technical texts to understand steps to perform a task. read articles, interpret pictures, discuss and analyze causes of real life mysteries. use specific quotes to explain the cause and effect relationship between events in an informational text. discuss and analyze the variety of text structures authors use. use self-monitoring strategies to understand text. <p><u>Possible Questions:</u></p> <ul style="list-style-type: none"> Did this make sense while I read? Should I reread the text? How can I connect what I already know to the new information? 	<ul style="list-style-type: none"> read a variety of texts nightly, and discuss key ideas about the text with a family member. <p><u>Example:</u></p> <ul style="list-style-type: none"> What is the most important point the author is trying to make in his or her writing? Why is the title a good title for the book? If you had to think of another title, what would it be and why? Does this book remind you of another book you know? Does it remind you of something you have experienced in real life? <ul style="list-style-type: none"> Read a recipe or directions for building toy models. After reading, discuss how you could improve the directions or recipe to make the product better.
Language: Vocabulary	<ul style="list-style-type: none"> view a book trailer and a “making of” video and discuss how the work of one person can influence the work of others. generate a question about unknown information using subject specific vocabulary. identify cause and effect signal words or phrases to determine meaning. <p><u>Example:</u> this led to, as a result, consequently</p>	<ul style="list-style-type: none"> compare a favorite book to its movie version. <p><u>Possible Questions:</u></p> <ul style="list-style-type: none"> How do movie elements (lighting, dialogue, camera angles) contribute to the plot? Is the plot represented the same way in the book version? How do the elements enhance the story? What description does the book include that gives the reader the same or different feelings? <ul style="list-style-type: none"> use key vocabulary to write a letter to an author sharing an opinion of the text or movie.

Glossary	<p>text structure: the organization of a text</p> <p><u>Example:</u> cause and effect, chronology or time sequence, description, compare and contrast, problem and solution</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ </div>  </div>	<p>technical text: type of informational text that presents specialized or scientific information in a way that is clear and easy to understand</p>
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