

# Fifth Grade Reading Newsletter




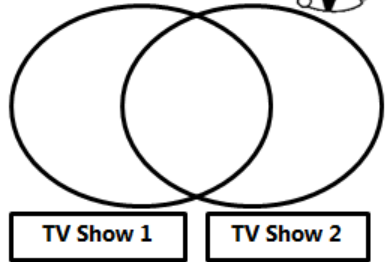

Marking Period 4, Part 1

Learning Goals by Measurement Topic (MT)	
<u>Students will be able to . . .</u>	
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>use text structures (compare and problem/solution) to analyze ideas, concepts, or information in two or more texts.</li> <li>summarize a text by determining two or more main ideas of the text.</li> <li>draw on information from multiple print or digital sources to answer questions quickly or solve problems efficiently.</li> <li>explain the relationships or interactions between two or more ideas or concepts in a <b>technical text</b> based on specific information in the text.</li> </ul> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p><b>Technical Text</b></p> <ul style="list-style-type: none"> <li>Includes: textbooks, manuals, descriptions of products, instructions or procedures for performing complex tasks.</li> <li>The language is focused and includes specific vocabulary to explain products or processes. It does not include figurative language.</li> <li>The format is often short paragraphs with text features such as, bullets, numbered lists, headings and sub-headings.</li> </ul> </div>
<b>Language: Vocabulary</b>	<ul style="list-style-type: none"> <li>develop scientific vocabulary.</li> <li>summarize the points a speaker makes and support ideas with reasons and evidence.</li> <li>determine the meanings of words by using reference materials (dictionary, thesaurus, etc.).</li> </ul>

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
<b>Evaluation</b>	weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.	<ul style="list-style-type: none"> <li>determine the main idea of text by reasoning and assessing information.</li> <li>review and revise criteria to justify a choice or solution. (Criteria is a standard on which a decision or judgment may be based.)</li> </ul>
<b>Effort/Motivation/Persistence</b>	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	<ul style="list-style-type: none"> <li>persevere in gathering and evaluating information from several texts in order to improve summaries.</li> <li>continue searching for reasons and evidence to support thinking about a topic and claim.</li> </ul> <p>Use phrases such as:</p> <ul style="list-style-type: none"> <li>“I know I can...”</li> <li>“I will...”</li> <li>“This is important...”</li> <li>“I will adjust...”</li> </ul> <div style="text-align: center; margin-top: 10px;"> </div>

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Marking Period 4, Part 1

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>read and compare multiple texts, within a variety of genres, about the same topic. <u>Example:</u> <u>The Buzz on Bees</u> by Shelley Rotner and <u>Where Have All the Bees Gone?</u> By Jennifer Cutarothey</li> <li>discuss and analyze <b>theme</b> and <b>figurative language</b> found in literature.</li> <li>collect information from print resources and <b>technical texts</b> to write an informational poem.</li> <li>compare points of view of various texts using strategies, such as comparison circles.</li> <li>make inferences based on key details. <u>Example:</u> complete a double entry journal to record important details and/or quotes about the job of a beekeeper.</li> </ul>	<ul style="list-style-type: none"> <li>read a variety of self-selected texts everynight.</li> <li>identify two or more TV shows and/or books with the same theme or topic. Discuss how both sources are similar and different. <u>Example:</u> watch two fun game shows.</li> <li>write a short informational poem about a favorite topic (school, home, etc.). Share the poem during family time, and post the work where everyone can admire it.</li> <li>have free family fun! Visit the National Zoo in Washington, D.C. to learn more about animals and their habitats.</li> </ul> <div style="text-align: right;"> <p><b>Comparison Circles</b> </p>  </div>
	<ul style="list-style-type: none"> <li>use reference materials, and digital reference tools to understand new scientific vocabulary. <u>Examples:</u> <i>The Auburn University Entomology Glossary</i> <i>The Amateur Entomologists Society</i></li> </ul>	<ul style="list-style-type: none"> <li>Continue in-class reading on bees, insects, cells, circuits or other science concepts. Create a diorama or 3-D model. Share learning and new vocabulary with family members and class.</li> </ul> <div style="text-align: right;">  <p>Diorama Sample <a href="http://www.firstpalette.com/Craft_themes/Animals/habitatdiorama/steps-images/garden-diorama.jpg">http://www.firstpalette.com/Craft_themes/Animals/habitatdiorama/steps-images/garden-diorama.jpg</a></p> </div>
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>technical text:</b> type of informational text that presents specialized or scientific information in a way that is clear and easy to understand
		<b>theme:</b> central or underlying message of the text

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