

New Paradigm for Education
Daily Read & Respond Homework

Name: _____

Reading Level: _____

Week of October 2nd-6th – Wings: 5th Grade
Genre: Informational—Literary Nonfiction

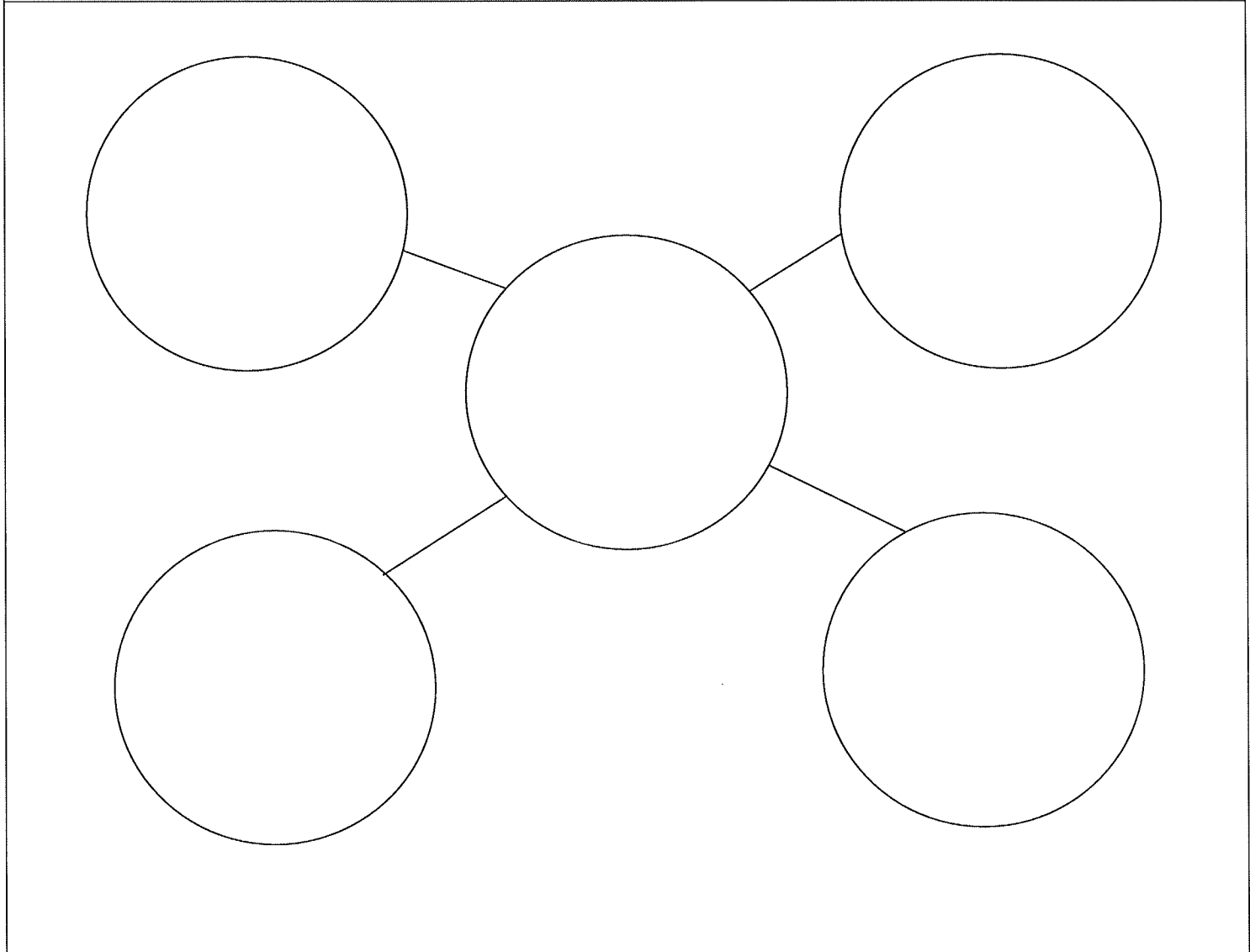
Please be advised we have changed the genre for Read & Respond for the month of September to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #1
Genres for the A1/Q1 Grade 5: Informational—Literary Nonfiction and Literature--Story

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
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Title:

Author:

Graphic Organizer: After reading the passage, complete the graphic organizer below. Make sure to use details from the passage in the graphic organizer.



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Tuesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Constructed Response			
Directions: Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond			
Summarize the main idea of the text/passage. Support your answer with key details from the text and explain how the key details you chose support the main idea. (RI.5.2/RL.5.2)			

Wednesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Clarification			
Directions: Use the strategies listed below to clarify a word you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
If you can't say a word:		If you don't know what a word means:	
<ul style="list-style-type: none"> • Blend it • Chunk it • Look for a base word • Reread it 		<ul style="list-style-type: none"> • Use context clues • Reread or Read on • Use your background knowledge • Make a mind movie 	
Word:			
I struggled to <u>read the word</u> or to <u>understand the meaning of the word</u> :			
Strategy I used to clarify:			
What does the word mean? (In your own words):			
Meaningful Sentence:			

Thursday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
College Bound Questions			
Directions: At this point you have read the entire passage. Please complete the College Bound Section. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
1. Which question is answered in the speech?			
a. Will parents help with preparations for the show?			
b. What are the benefits of a talent show?			
c. How many students will take part in the show?			
d. When will the talent show take place?			
2. The audience for this speech is the			
a. Entire school population			
b. School principal			
c. Fifth grade students			
d. Fifth grade teachers			

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3. What is the information that is given in the speech? How do you know? Make sure to use textual evidence from the passage and speech to support your claims.

Let Our Talents Show

1. Have you heard that someone in our school can juggle cans of beans? Did you know that a girl in my math class can sing and play the piano with a blindfold covering her eyes? Did you hear about the boy who can balance a basketball on his head? These are amazing talents! Unfortunately, few students realize they could be sitting next to someone in class who can do these things.
2. On behalf of all the fifth grade students, I am speaking to you today to convince you that we should have a fifth grade talent show. We believe that putting together this show would prove to you, our teachers, that we are responsible and hard working. It is also a good way for us to learn about each other and have fun!
3. I think kids sometimes feel that they don't have many things in common with other kids at school. A talent show will give us a chance to get to know each other even better. Last week, I talked to a group of students at lunch and asked the group its opinions about having a talent show. Two of the students discovered they both love to sing. They talked about singing together for the talent show. It will be so great to see new friendships form as students learn they have common interests.
4. We know putting together a talent show is a tremendous amount of work. However, this is something that is important to all fifth graders. We can work together on the show. Some students are willing to make decorations for the stage, while others want to make posters to advertise the talent show. So you see, we are ready to take responsibility for this project.
5. I hope that you, the fifth grade teachers, recognize how important this talent show is to us. We spend many hours working hard at school and doing homework. This talent show would be a great reward and provide a way for the fifth graders to work together. We appreciate your dedication to the students and hope that you will consider our idea.