

WELCOME 4<sup>TH</sup> GRADE  
PARENTS TO LUNCH  
AND LEARN!

OCTOBER 20,2020

FOCUS ON READING AND LANGUAGE ARTS



# WHAT IS LITERACY?

---

- Literacy is all about communication. It is the ability to read and write, and to use written information appropriately in a range of contexts. This involves:
- Reading and writing
- Speaking and listening
- Viewing and critical thinking.

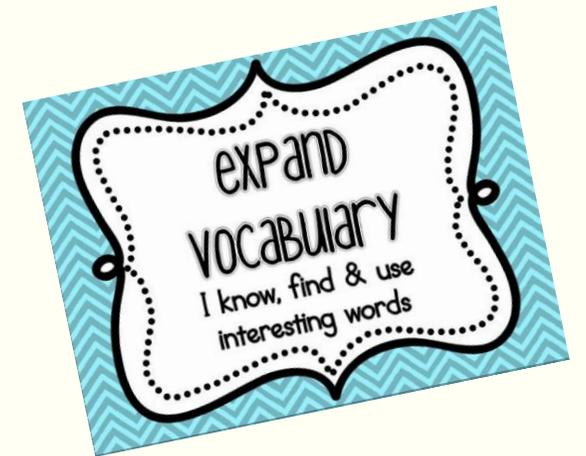
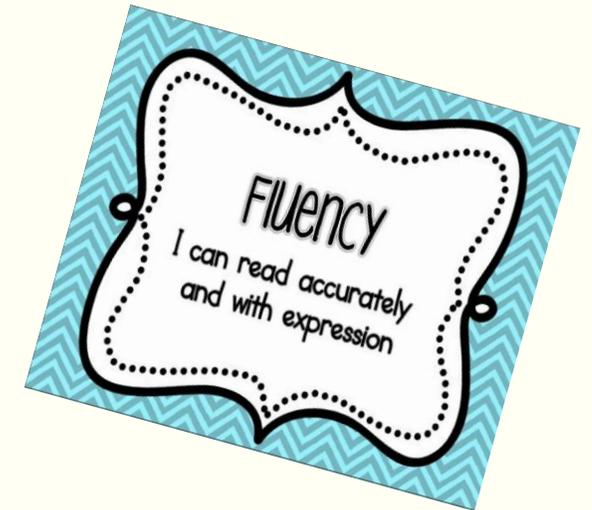
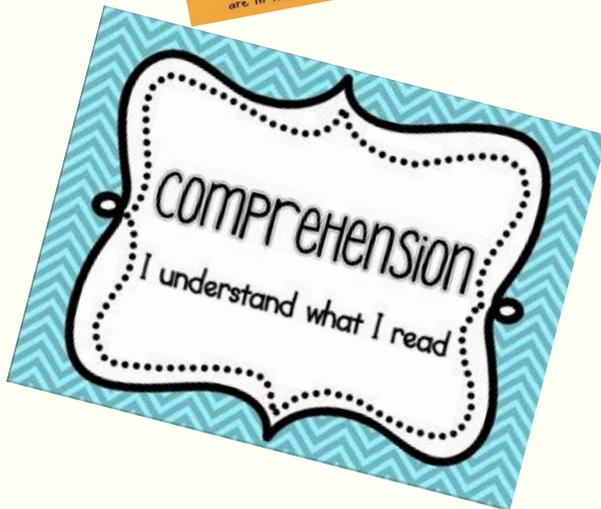


# Understanding the components for learning to read.

- Effective reading requires the following:



- ❖ Phonemic awareness
  - ❖ Phonics
  - ❖ Fluency
- ❖ Vocabulary knowledge
- ❖ Text comprehension



# Fountas and Pinnell Reading Program for Russell Students

---

- This is an interactive reading program that can help students think deeper about what they are reading. You can incorporate these same techniques at home by asking.....
- What are the important parts of this story?
- Is there another way to think about that?
- Say more about that.
- What makes you think that?
- Find an example that shows what you are talking about.
- Take us to the part of the story/book that makes you think that.
- This part makes me think \_\_\_\_\_.

# 4<sup>th</sup> grade reading

---

---

Most of the 4<sup>th</sup> grade reading curriculum focuses on teaching students to understand and develop ideas about what they are reading. They will be able to determine the main idea of a text and explain key details of the text. 4<sup>th</sup> graders will be able to interpret information give orally, visually or quantitatively. (Charts, time lines, diagrams, etc.)

4<sup>th</sup> graders will read a variety of genres including informational, non-fiction, fiction, poetry, and drama.

They must be able to use details they read to compare and contrast characters, summarize the text, identify the main idea, or compare different texts from the same genre.

## **What you can do at home:**

Encourage them to read on their own.

Ask questions after they read. Ask them to summarize the story for you or give you a detailed description of a character, including thoughts and actions.

Ask your child what he believes the author wanted the reader to think or feel about the book.

Read opinion and fact based articles from magazines or online together and discuss the difference between fact and opinion.

Your child will continue to build vocabulary and fluency skills by reading more complicated texts.

# Becoming a fluent reader

---

Fluent readers will read a familiar book with confidence. When reading a new book they may read slowly and deliberately.

## What you can do

Continue to encourage them to read as often as possible.

Talk about what happens in the story.

Encourage them to express thoughts and opinions about the story.

Talk about and explore new vocabulary from the book.

Ask questions, heap on the praise, and let your kids see you reading and writing too!

In order to read fluently, students must first hear and understand what fluent reading sounds like. From there, they will be more likely to transfer those experiences into their own reading. The most powerful way for you to help your child is to read aloud to them, often and with great expression. Choose selections carefully. Expose them to a wide variety of genres including poetry, excerpts from speeches, and folk and fairy tales with rich, lyrical language — texts that will spark your child's interests and draw them into the reading experience.



# What Can You Do to Improve Comprehension and Vocabulary?

## Vocabulary

TO HELP INCREASE VOCABULARY SKILLS TRY THESE TIPS AT HOME:

- Explain a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery, find the root word).
- Your child can restate or explain the new word in their own words (verbally and/or in writing).
- Have your child engage in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors).
- Ask your child to discuss the new word, use it in a sentence. Find antonyms or synonyms **Antonyms** are words with opposite meanings. **Synonyms** are words with the same or similar meaning. **Homonyms** are words that are spelled and pronounced the same, but have different meanings
- You can periodically play games to review new vocabulary (Pyramid, Jeopardy, Telephone, Hangman, Scrabble).
- Make it fun. Your child will think about, talk about, apply, and play with new words.

## Comprehension

- Discuss or activate prior knowledge, something you already know.
- Developing questions while reading. Answering these questions will help your child with critical thinking skills.
- Connecting what they are reading to another text, something they have seen, or something they have experienced.
- Visualizing or picturing what they are reading.
- Making predictions about what will come next in the text.
- Looking back for keywords and rereading in order to clarify or answer questions.
- Help your child become familiar with transitional words and phrases so they can sequence the events of the story or text.
- Ask questions while reading to keep your child engaged. This can help you clarify things they don't understand and reread the text for better comprehension.
- Good readers will use multiple strategies to fully understand the text.



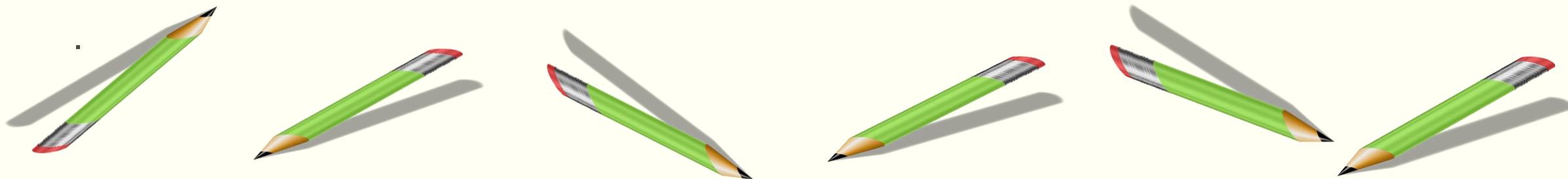
# WHAT ABOUT WRITING???

What you can do to improve your child's writing skills.

# Improving writing skills can be fun!

---

- Try different materials – sidewalk chalk, scented markers, paint (if you're that brave!) can make writing more fun!
- Encourage journaling- Keeping a journal is a great way to express thoughts and ideas. Make this a part of your child's daily routine.
- Connect with their interests – write about their favorite animals, the latest Tik-Tok video, a recent trip, anything that they are passionate about.
- Model it!- Let your kids see YOU doing what you are asking them to do. It can be as simple as a grocery or to-do list. This lets kids know writing is part of our daily lives.
- Talk with your child about how stories, both fiction and non-fiction, have a beginning, middle, and end. Help your child plan, organize and support their writing by revising, editing or rewriting their piece.
- Use technology to help produce and publish their writing.  
**PRACTICE KEYBOARDING SKILLS!** Your child should be able to type a minimum of two pages in a single sitting.





# What should my child know? And when?

---

---

## **August – Sept – Reading**

- Quote accurately from the text when explaining what the text says in their own words
- Compare and contrast characters, settings or events in a story
- Describe how the authors point of view influences how events are described

## **Sept- Oct- Reading**

- Read with sufficient accuracy and fluency to show they are comprehending what they read.
- Apply phonics and word analysis skills to “decode” unfamiliar words.
- Begin to analyze non-fiction text and compare and overall structure (chronology, cause and effect, problem and solution)

## **August- Oct. – Writing**

- With support from adults and peers strengthen writing by planning, editing, revising and rewriting.
- Develop a topic with facts and concrete details or other information to support their ideas.
- With support be able to answer questions about their story and add suggestion from peers to strengthen the detail of the story.
- Write an informative text and be able to use facts about the topic in their writing.

## Reading

### Priority Standard

### Learning Target

**4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

I can give evidence based on the text by explaining support an inference drawn from the text.

**4RL2 Determine the theme of a story from details in the text**

I can use details to determine the theme of a text

**4RL3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text**

I can use specific details from a text to describe a character, a setting, or an event.

**4RL5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems.**

I can describe and explain the difference between literary structural elements by identifying the structure of the text.

**4RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.**

I can compare and contrast the point of view of multiple pieces of text by identifying who is telling a story.

**4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

I can determine the main idea of a text.  
I can use supporting details to explain the main idea.  
I can summarize the text.

<p><b>4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b></p>	<p><b>I can determine the meaning of words and phrases in a text.</b></p>
<p><b>4.RI.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of the text.</b></p>	<p>I can describe the structure of a text, using evidence to support my ideas.</p>
<p><b>4.RI.7 Interpret information presented visually, orally, or quantitatively, and explain how the information contributes to an understanding of the text in which it appears.</b></p>	<p>I can interpret information presented visually.  I can interpret information presented orally.  I can interpret information presented quantitatively.  I can explain how information contributes to the understanding of the text.</p>
<p style="text-align: center;"><b>Writing</b></p>	
<p><b>4.W.3a Orient the reader by establishing situation and introducing a narrator and characters, organize an event in sequence</b></p>	<p>I can establish a situation, introduce characters and a narrator and organize events in a story</p>
<p><b>4.W.3b Use dialogue and description to develop experiences and events or show the responses of characters to situation</b></p>	<p>I can use dialogue and descriptions to enhance events and characters in a story.</p>
<p><b>4.W.3c Use a variety of transitional words and phrases to manage the sequence of events.</b></p>	<p>I can use transitions words and phrases to help the events in a story flow.</p>

## Where can I find more information?

---

[www.hcbe.net](http://www.hcbe.net)

- Go to the home page
- Click on the PARENTS tab
- Look for “Parent Guides”
- Click on “Course Information for Parents”
- Find the academic area you want and click on it, that will bring up all grade levels. Click on your grade level and you're there!

- Or try -

[www.gadoe.org](http://www.gadoe.org)

Georgia Department of Education website



# More terrific resources!

---

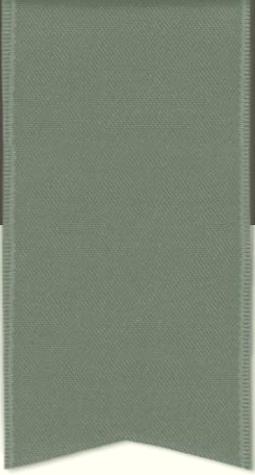
- <https://www.gpb.org/education/learn>

Great interactive games and lessons for you and your child to use at home

- <https://gpb.pbslearningmedia.org/>

“Get Ready” series is a parent’s guide to each grade level’s plan for student success!





# QUESTIONS??

Please don't forget to fill out your poll!  
**THANK YOU FOR BEING A TOTALLY ENGAGED PARENT!**