WHAT DOES READING CLASS LOOK LIKE IN FOURTH GRADE?

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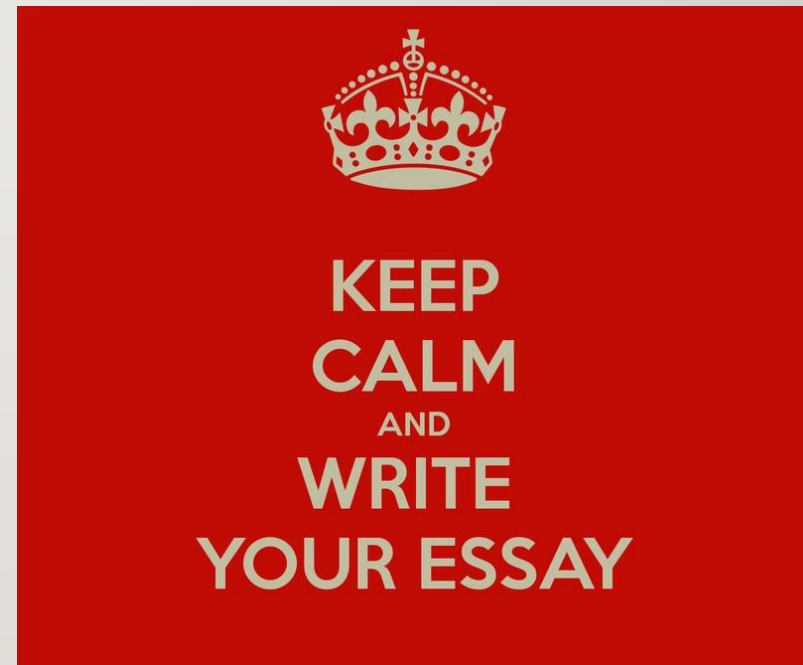
COMPONENTS OF 4TH GRADE READING

- Read Aloud

- Whole Class Reading

- Reading Groups

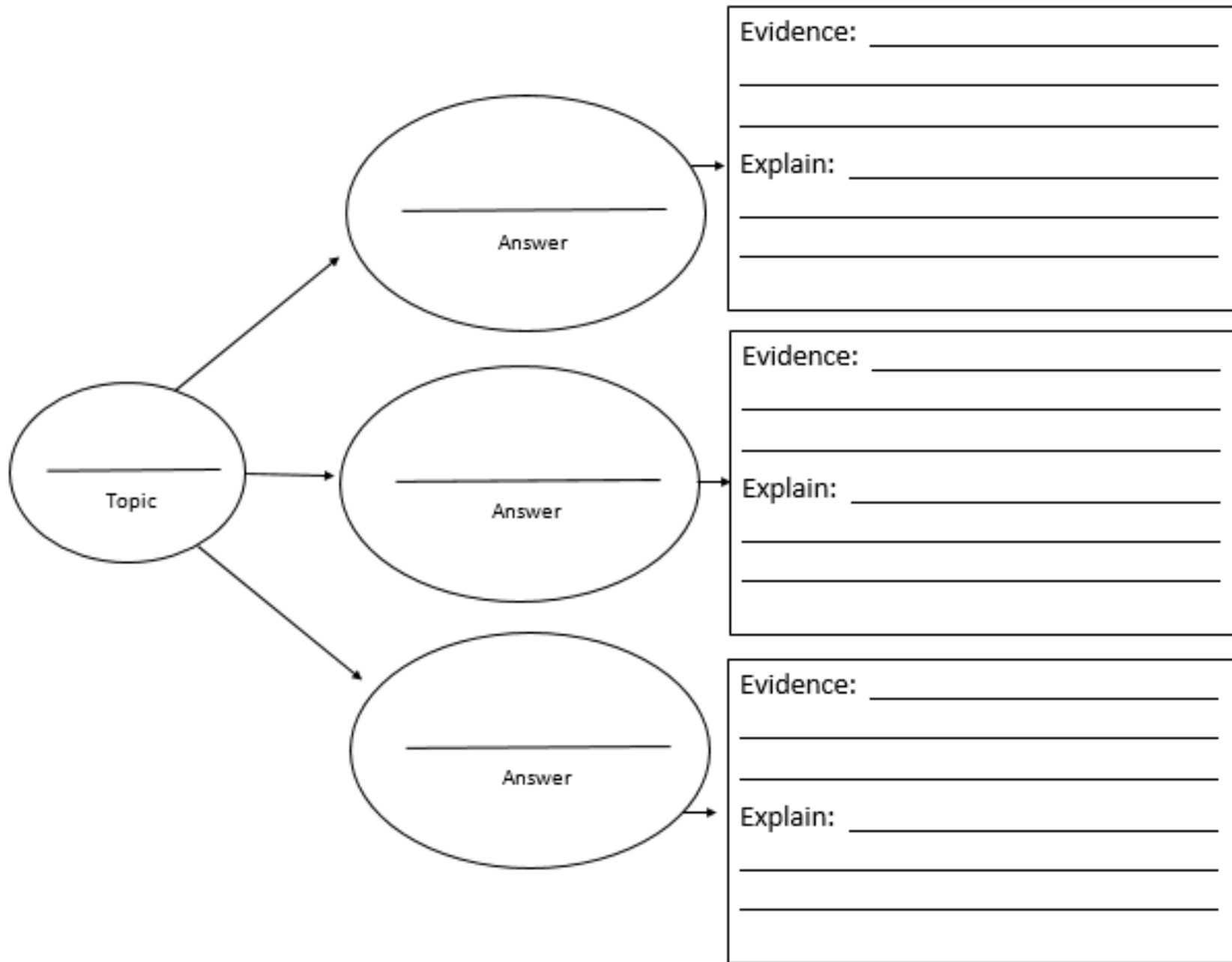- Literature Circles

- Partner Reading

- Independent Reading

WHAT IS A TDA?

- What is a TDA

- Example TDA

- Our Expectations

SAMPLE RELEASE ITEM

- Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author of the passage organizes the passage to make people want to go hiking and make some things to have when hiking.

The author starts the passage by telling us that we'll see "wonders of nature" when we hike. He gives us advice and asks us questions about hiking so that we get interested in hiking. He does this by saying, "At each place you hike, you will see different things," and that we should take pictures of chipmunks and our family.

Then the author tells us about how to make a hiking journal so that we can keep track of what we see and do on our hikes. To help us understand he tells us what a hiking journal is and then gives us step by step directions on how to make a nice cover for our journal. He puts it in order because if you don't do it in order, it won't turn out right. If we follow his directions, we will get a nice cover for our journal.

To help us when we hike the author tells us what a hiking stick is and how we can make one ourselfs. He uses steps by numbers so we can make a good hiking stick. It also makes sense because if you try to peel the bark before picking a stick how could you peel the bark on a stick you don't have yet?

In conclusion, the author of the passage organizes the passage to make people want to go hiking and have good things to take with us so we really enjoy camping.

SCORING RUBRIC

Score Point	Description
4	• Effectively addresses all parts of the task, demonstrating in-depth understanding of the text(s) • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Strong organizational structure that effectively supports the focus and ideas • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose • Skillful use of transitions to link ideas • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A" reads **20 minutes** each day	Student "B" reads **5 minutes** each day	Student "C" reads **1 minute** each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year
1,800,000 words	**282,000 words**	**8,000 words**
90th percentile	50th percentile	10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school…and in life?

(Nagy & Herman, 1987)

WHAT BOOKS ARE WE READING IN 4TH GRADE

- Favorite books, series, and authors

Comprehension Questions for Parents

These questions are suggested ways to probe your child's understanding while reading. Ask your child to provide evidence from the text to support answers, where appropriate:

What are the setting, plot, characters, problem and solution in this book? (Story elements)

Tell me what happened in this section or chapter.

Does this character remind you of any other character in a book? Explain their similarities.

Give 3 traits of one of the characters in this text.

Give a brief summary by including who, what, and where.

What did you learn when you read this section/chapter?

What did you visualize when you were reading?

What does this remind you of?

What do you think the author wants you to get out of this?

What did the author have to know to write this text?

What is the big idea in this story?

What is the genre of this book and how do you know?

What vocabulary word did you learn and what do you think it means?

Give an example of where you used metacognition while reading this text.

Was this book easy, just right, or challenging? Explain why you think so.

Make a prediction. I predict...was my prediction accurate, not accurate?

What do you wonder? I wonder...

Make a connection. My connection is... (connections can be text-to-self, text-to-text, or text-to-world)

Make an inference. I can infer...because...

Questions for Reading Non-fiction

- What fact(s) did you enjoy learning about the most?
- Of the information you learned, which would you like to share with someone else?
- Would you like to read more books about this topic? Why?
- What else would you like to learn about this topic?
- What pictures or illustrations did you find interesting? Why?
- Is this book like any other book that you have read? If so, how are they alike? How are they different?
- Which one did you like better? Why?
- What kind of research do you think the author had to do to write this book?
- What questions would you ask the author if you ever had the opportunity to meet him/her?
- How can you learn more about this topic?
- Would the book be different if it had been written 10 years ago?
- Did you discover anything that may help you outside of school?