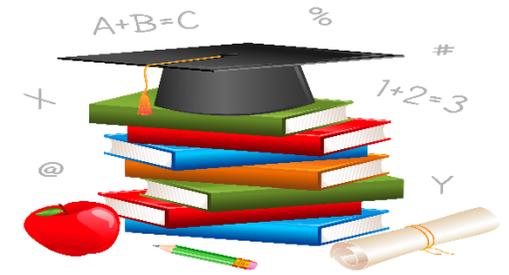
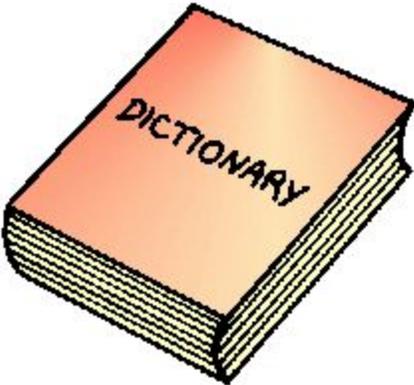


Grade 4

During quarter 1, your child is working towards:



<u>Word Study</u>	<u>Reading Comprehension</u>	<u>Writing</u>
<p>Context Clues Using context (<i>information in the text</i>) as a clue to the meaning of a word or phrase.</p> <p>Fluency Reading grade-level text aloud with accuracy, at an appropriate rate, and with expression.</p> <p>Word Structure Using knowledge of letter-sounds, syllable patterns, and morphology (e.g., roots, suffixes, and prefixes) to accurately read and to determine meanings of unfamiliar multisyllabic words in context and out of context.</p> 	<p>Main Idea and Details Determining the main idea of an article by examining the key details (<i>important facts about the main idea</i>) to understand the author's view about the main topic.</p> <p>Theme Identifying the theme or central message of a self-selected text.</p> <p>Monitor Understanding Tracking thinking while reading by using digital annotation (<i>coded markings on the text</i>) tools to describe a character.</p> <p>Summarize Summarizing a story by identifying the key events and retelling them.</p> <p>Problem and Solution Describing the problem and solution of the story by reviewing key details (<i>important parts</i>).</p> <p>Compare and Contrast Identifying similarities and differences in ideas by comparing key details in text.</p> <p>Cause and Effect Identifying cause and effect relationships by examining the relationships between key details.</p>	<p>Focus on Narrative Writing Composing a narrative (a real or made up story) that conveys the same theme or central message of a self-selected text.</p> <p>Focus on Opinion Writing Writing an opinion piece on a topic by participating in an online discussion while expressing his or her own ideas and responding to the ideas of others.</p> <p>Focus on Descriptive Writing Writing with descriptive details using concrete words/phrases and sensory details to convey precise information.</p> <p>Focus on an Event Writing with focus on an event or small moment by establishing a situation and introducing a narrator or characters to write a narrative about a personal experience.</p> <p>Focus on Descriptive Details Using details to support main ideas by including facts, examples, definitions or quotations to develop the topic.</p>

	<p>Reading Digitally Interpreting information presented visually by using interactive elements such as hyperlinks, rollovers, and pop-up to gain information from digital sources.</p>	<p>Focus on Sequence Organizing the sequence of events in narrative writing by using time-order words to make ideas clearer for the reader.</p> <p>Focus on Sentence Fluency Producing clear and coherent writing by varying the length of sentences and drawing attention to important ideas.</p> <p>Research Conducting a short research project by gathering information from digital sources and summarizing to build knowledge while investigating a topic.</p>
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The only way to become a better reader is to read.

Resources:

<u>Word Study</u>	<u>Writing</u>
<p>Ways to support word study at home:</p> <ul style="list-style-type: none"> ● Word or Spelling pattern Hunts <ul style="list-style-type: none"> ○ Have your child look through written materials at home (books, magazines, food labels, etc) to find words that fit their spelling pattern for the week ● Students can use the newly found words to: <ul style="list-style-type: none"> ○ Write a silly paragraph or story ○ Use in sentences ○ Practice reading ○ Create picture definitions for each word they find <p>Digital Resources:</p> <ul style="list-style-type: none"> ● Wonders (McGraw Hill) ● ReadWriteThink.org 	<p>Ways to support word study at home:</p> <p>300 Writing Prompts</p> <ul style="list-style-type: none"> ● Journaling (<i>Provide them a topic or let them choose</i>) ● Creating comics ● Writing Poetry ● Writing for a purpose <p>Digital Resources</p> <ul style="list-style-type: none"> ● Brain Pop (grammar/writing) ● Edutyping ● ReadWriteThink.org

Reading Comprehension

Digital Resources:

- Tumblebooks
- Raz Plus
- Baltimore County Public Library (seperate website)
- Destiny (Dogwood Library)
- ReadWriteThink.org (seperate website)

Questions that support comprehension development:

Note: Pick approx. 5 questions from the list below to ask your child about a text they read or a text you read together

Thinking *within* the Text

Summarizing

- Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
- Summarize ideas from a text and tell how they are related.
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- What was the problem in the story?
- How did the characters solve the problem?
- How did the story end? If applicable, what was the surprise at the end?
- What new information did you learn about _____?
- Look at the photograph/drawing on page _____. What did you learn?
- Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
- Summarize the important events at intervals during the reading of a longer text.
- Sequence the actions from a graphic text.
- What was the big problem in the story? What other problems did the characters encounter?
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine a theme of a story, drama, or poem from details in a text; summarize the text.
- Tell the important ideas in an organized way (orally or written response).

Thinking *beyond* the Text

Predicting

- Based on what you know about a character, predict what he or she will do.
- Based on what you know, what might happen next?

- After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
- Has your prediction happened? How do you know?
- Based on clues from the story, predict what the character will do next, feel, etc.

Making Connections (Follow-up Question: How did that connection help you understand the story?)

- Can you think of another book that is similar to this one?
- How is the (topic, characters, ending) similar to (title of another book)?
- How is the character the same in this book as in previous books?
- What connection can you make (personal, text, world)? Explain how they are connected.
- **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
- **Before, During, and After Reading** - How did what you know about the topic help you understand the text?
- Based on a personal experience,