



Writing About Our Reading

Teachers model and teach narrative, informational, and opinion writing to students and confer with them to improve on their pieces as they progress through the writing process.

Writing Process Stages

Prewriting: Time to think

Drafting : Time to write it down

Revising: Time to improve my writing

Editing: Time to make things correct

Publishing: Time to share my writing



Speaking and Listening

Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in listening closely and group discussion. They share the roles of participant, leader, and observer. Fourth grade students will also paraphrase portions of a text.



Discussion Guide:

Look at the speaker.

Take turns.

Link ideas to the speaker's idea.

Cobb County School District



Parent Roadmap To Literacy Grade 4

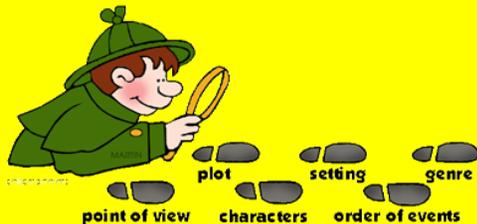


Strategies for Reading, Writing, Speaking and Listening

Reading in Grade 4

Close Reading

Fourth grade students should refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary work). Students are continuing to determine a theme and expanding this work to other genres. They are required to refer to the text to describe various story elements.



Use questions/prompts such as:

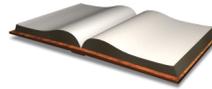
Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text.

What are the most important events that happened in the story? How do you know?

What is the theme of this text?

Summarize the story from beginning to end in a few sentences.

Text Complexity



Students read and comprehend complex literary and informational texts independently and proficiently.



Then

Teachers read books to students or tell them what the books say when the books are challenging.

Now

Teachers support students' own attempts to read challenging texts, and without telling them what the books say.

Reading, Writing, and Speaking are grounded in evidence from the text.



Reading Foundational

Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words.

Go back and reread when it doesn't sound or look like you think it should.

Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding.

Use prompts such as:

Make your reading sound like the characters are talking.

