

Suggestions to Help Build Your Child's Reading Skills in Fourth Grade

Schedule 20 minutes of time everyday for your child to read.

- Go to the school library, public library, or to the local bookstore often and read new books together. After you read, talk about what is happening in the book.
- Encourage reading fluency by having your child read and reread familiar books. It can also be helpful to have your child read a short passage over several times while you record the time it takes. Children often enjoy seeing if they can improve their time from one reading to the next, and the repeated reading helps to establish a habit of fluent reading.
- Have him read a book to a younger sibling (or even to a pet), perhaps playing "teacher" and asking a brother or sister questions as he reads.
- Have your child tell you new words he is learning- from a book he is reading, something you or the teacher said, or even a conversation that he heard at school. Talk about what it means then make up a sentence with the new word. If needed, use the dictionary to figure out what the word means. Play a game where each of you have to use the word in a sentence at least twice that day. Try to use the word again that week. Maybe add the words to a "my new vocabulary word list" and post it on the refrigerator.

Overview of the Components of Reading

| The Six Areas of Reading | |
|--|--|
| Oral Language | <p>Oral Language is the means in which children communicate their thoughts, ideas and emotions. It lays the foundation for reading comprehension. In order to understand language at a text level, they must understand language at an oral level. Children internalize new knowledge through discussion with others. They learn how words work through listening to, talking about, and working with them.</p> |
| Phonemic/Phonological Awareness | <ul style="list-style-type: none"> ● Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Acquiring phonemic awareness is important because it is the foundation for spelling and word ● Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness. |
| Phonics | <p>Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.</p> |
| Fluency | <p>Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.</p> |
| Vocabulary | <p>Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.</p> |
| Comprehension | <p>Comprehension is the ability to process and make</p> |

| | |
|--|--|
| | meaning from text. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world. |
|--|--|

Oral Language

Oral Language is the means in which children communicate their thoughts, ideas and emotions. It is a child's most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them.

- Have your child recall or restate what he/she reads in their own words.
- Engage in conversations during dinner, and limit distractions such as the television, cell phones, or loud music.
- Practice conversational turn taking with your child.
- Encourage your child to talk more by asking questions such as "What do you think?" "Do you agree?" "Why or why not?"
- Encourage your child to elaborate on his/her ideas or opinions.
- Model how to listen to others respectfully and responsibly.
- Tell jokes, riddles, puns to demonstrate how language can be used for the purpose of humor.

Phonemic/Phonological Awareness

Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.

- Model how to break apart unfamiliar words when reading aloud to your child.
- Ask your child to produce a group of words that begin with the same initial sound. This is alliteration. For example, "Molly monkey moved many mice."
- Practice clapping out words with three or more syllables (*par/a/graph; el/e/va/tor*)
- Highlight, describe, segment, and pronounce individual speech sounds if similar sounding words are confused (e.g., **flush/flesh/fresh; entomologist/etymologist; gorilla/guerilla**).
- Recognizing words that have the same ending sound. Which word does not belong: steak, mail, lake, break (mail)

Phonics

Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.

- If your child is having difficulty spelling a word, have him/her break the word into

Credit to Broward Schools and Alachua County Public Schools for information provided.

syllables to write them (to/ge/th/er).

- Practice reading and writing high frequency words. The more fluent your child is with high frequency words, the more attention can be focused on comprehension.
- Have your child decode multisyllabic words by isolating prefixes and suffixes.
- Writing is a great way to reinforce phonics skills. Send notes to your child in their backpack or lunchbox. Have your child send a friendly letter or email to a relative. Assist them as they sound out the words and compose the letter.

Fluency

Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.

- Read aloud to your child to provide an example of how fluent reading sounds.
- Record your child reading and invite him to listen to his reading and follow along in the book.
- Have your child mimic your expression and phrasing while you are reading.
- Alternate reading sentences or paragraphs with your child.
- Engage in repeated readings. After he feels comfortable, time him reading for a minute using expression. Repeat the timing and record the time/number of words read.

HIGH FREQUENCY WORDS

The first 10 words of the list make up about 24% of all written material, according to Dr. Edward Fry. The Fry list was created as an updated list from Dolch based on the changes in language and is made up of 1000 of the most commonly used words in the English language. It is ordered by frequency so all of the Dolch words are embedded in this list.

👉 First 25 words make up 1/3 of all items published

👉 First 100 words make up 1/2 of all words found in publications

👉 First 300 words make up 65% of all written materials

Practicing these high frequency words helps students increase fluency.

Fry's First 100 Words

| | | | |
|----------|-----------|-----------|------------|
| 1. the | 21. at | 41. there | 61. some |
| 2. of | 22. be | 42. use | 62. her |
| 3. and | 23. this | 43. an | 63. would |
| 4. a | 24. have | 44. each | 64. make |
| 5. to | 25. from | 45. which | 65. like |
| 6. in | 26. or | 46. she | 66. him |
| 7. is | 27. one | 47. do | 67. into |
| 8. you | 28. had | 48. how | 68. time |
| 9. that | 29. by | 49. their | 69. has |
| 10. it | 30. words | 50. if | 70. look |
| 11. he | 31. but | 51. will | 71. two |
| 12. was | 32. not | 52. up | 72. more |
| 13. for | 33. what | 53. other | 73. write |
| 14. on | 34. all | 54. about | 74. go |
| 15. are | 35. were | 55. out | 75. see |
| 16. as | 36. we | 56. many | 76. number |
| 17. with | 37. when | 57. then | 77. no |
| 18. his | 38. your | 58. them | 78. way |
| 19. they | 39. can | 59. these | 79. could |
| 20. I | 40. said | 60. so | 80. people |

Vocabulary

Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.

- Preview words before reading to or with your child. Discuss the meaning of words that may be interesting or confusing to your child.
- Parents model talking or thinking out loud as you turn the pages of the book. This is a helpful way for your child to see and hear what a successful reader does when faced with difficult or unfamiliar topics. For example, "When I looked at this photograph, I asked myself, "Where is Antarctica? Is that the same place as the South Pole?" Then talk together about how and what you would need to do to find the answer to the questions.
- Play a word collection game with family members by having each family member collect as many new or interesting words they read or came across that day. During dinner time, have the family members share their words. Discuss the meanings of the words and practice saying them.
- Have a family game night with games like *Apples to Apples*, *Scrabble*, or *Bananagrams*.

Comprehension

The ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.

Fiction Text

- Ask your child to summarize the story including words such as characters, setting, problem and solution. For example: *How did the main character solve the problem in the story?*
- Help your child connect the characters /events in the story to their own life or other books they've read.

Nonfiction Text

- Point out text features such as captions, headings, sidebars, and timelines to your child as you preview the book. Ask your child how these text features can help you understand what you are reading better.
- Have your child write their own captions about pictures from the text to demonstrate their learning/knowledge about the topic.

Importance of Attendance

School Attendance is essential to academic success. Students that attend school regularly beginning in kindergarten can be 5 times more likely to have grade level proficiency in 3rd grade than students that miss just 2 days per month in the first two years of school.

Chronic Absenteeism: Missing 10% or more of school days in a school year. This can be as little as 1 or 2 days per month.

Strategies for Good Attendance

- Set a regular bedtime and morning routine.
Lay out clothes and pack backpacks the night before school.
- Don't let your child stay home unless they are truly sick. (Temperature higher than 100.4 oF, throwing up or having diarrhea, eyes are pink and crusty)
- If your child seems anxious about school, talk to teachers, school counselors, school social workers, or other parents for advice on how to make them feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent
- Avoid medical appointments and extended trips when school is in session.

Resources for Literacy at home:

General Resources:

Alachua County Library District

<https://www.aclib.us/services>

Children's Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/childrens-choices/childrens-choices-reading-list-2019.pdf>

Just Take 20 For Families

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/>

Just Take 20 For Families Kindergarten through Second Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/k-2/>

Just Take 20 For Families Third Grade through Fifth Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/3-5/>

PBS Kids

<https://pbskids.org/>

PBS Parents

<https://www.pbs.org/parents>

Readwritethink

<http://www.readwritethink.org/parent-afterschool-resources/>

Teachers' Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/teachers-choices/teachers-choices-reading-list-2019.pdf>

Kindergarten to 2nd Grade Resources:

FCRR for Kindergarten and First Grade

https://www.fcrr.org/curriculum/pdf/GK-1/TRG_Final_Part1.pdf

FCRR for Second Grade and Third Grade

https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf

Mother Goose's Nursery Rhymes

<https://www.poetryfoundation.org/poets/mother-goose>

Phonemic Awareness Activities from Reading Rocket

<http://www.readingrockets.org/article/phonemic-awareness-young-children>

Phonics Instruction from Reading Rocket

<http://www.readingrockets.org/teaching/reading101-course/modules/phonics/in-depth>

3rd to 5th Grade Resources:

FCRR for Second Grade and Third Grade

https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf

FCRR for Fourth Grade and Fifth Grade

<https://www.fcrr.org/documents/sca/G4-5/45TRGPartOne.pdf>

Third Through Fifth Grade Resources - Reading Like a Pro

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/3-5/35-reading.shtml#build>

