



ALMOST FLUENT READING AND WRITING



By: LeAnn Larson

WHO ARE ALMOST FLUENT READERS AND WRITERS?

- Children from the end of second grade through fourth or fifth grade are typically in this stage of literacy development.
- The age range for this stage is typically 7 to 9 years old.
- It is found that in the higher grades there is an increasing range of literacy development.
 - This can become increasingly challenging for a teacher if they have a student writing at a beginning literacy stage and another student who can read adult material with full understanding.



WHY IS THIS STAGE SO IMPORTANT?

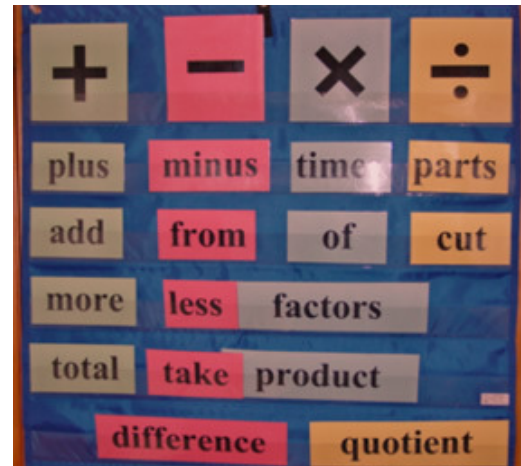
- This is the stage where children begin to find their independence with reading and writing!
- At this stage students begin to self assess and are able to assess others writing.
- At this stage the student makes connections with reading and writing.



What a Fourth Grade Classroom Looks Like



The more you
read,
The more that
you'll know.
The more that you
know,
The more places
you will go.
-Dr. Seuss



Quoted from a board in
Mrs. Walters Fourth Grade
Classroom.

ORAL LANGUAGE BENCHMARKS

- The student exhibits continued growth in many behaviors from Beginning Reading and Writing.
- The student's use of standard English continues to develop.
- The student's facility with language is growing.
- The student's oral and listening vocabulary reflects increased growth and pleasure in language.



ORAL LANGUAGE INDICATORS

- Is aware of own problem areas.
- Accepts diverse usage of varieties of English from others without criticism.
- Collaborates with classmates in speaking and listening situations.
- Participates in discussion without adult supervision.
- Can listen to and then question or respond to (or use an idea expresses by) a speaker.
- Speaks in front of a group using written notes but no script.



ORAL LANGUAGE INDICATORS CONTINUED

- Uses new vocabulary
- Appreciates symbolic language such as a metaphor
- Enjoys listening to and telling riddles and jokes.
- Begins to appreciate shades of meaning, connotation, precise word choice, and the evocative power of certain words.
- Recognizes and begins to use persuasive techniques.



ORAL LANGUAGE STRATEGIES

• **Talk about and model self evaluation strategies for speaking and listening.**

- Remember that English Language Learners have a more difficult time with this than native speakers.

• **Create an atmosphere that promotes and creates diversity.**

- Discuss how people of different ethnicities speak differently.

• **Continue to make students aware of new words.**

- Encourage the usage of new words, Post them on a word board, Acknowledge students using the new words.

• **Teach lessons on metaphors, similes, connotation, and various persuasive techniques.**

• **Have FUN with language yourself!!**

- Use jokes and riddles throughout the day when appropriate during your lessons to keep them fresh and exciting!

• **Many instructional strategies at the beginning reading level also apply here at this stage as well.**

ASSESSMENT FOR ORAL LANGUAGE

- Provide students with a checklist to keep track of their own language usage.
 - This encourages them to begin and to be comfortable with self assessing.
- Listen and watch children interact with others
- Observe students in a variety of speaking and listening situations and make behavioral notes.
- Look for students using the same words over and over or for students using a brand new word they have just pick up by reading or listening.
 - Guide those who need help and encourage others to continue new word usage.



READING BENCHMARKS

- The Student exhibits continued growth in behaviors from Beginning Reading and Writing.
- The student writes for a variety of purposes.
- The student shows growth in the mechanics and conventions of writing.
- The student shows pleasure and confidence in writing.
- The student connects reading and writing.



READING INDICATORS

- Uses structure, phonics, and syntax (language structure) to determine word pronunciation
- Uses context to determine word meaning
- Selects appropriate skills and strategies to sound out unknown words
- Reads orally with 90 percent accuracy in grade-level materials
- Self-Corrects
- Takes risks
- Uses a dictionary both for pronunciation and for meaning



READING INDICATORS CONTINUED

- Enjoys listening to selections that may be beyond his or her reading ability
- Reads independently
- Enjoys reading a variety of genres
- Chooses to read outside of school
- Prefers to read silently
- Continues to grow in the use of comprehension strategies: visualizing, predicting, identifying important information, self-questioning, monitoring, summarizing, synthesizing, and evaluating
- Appreciates levels of meaning in stories
- Has a growing interest in authors, illustrators, and genres
- Is aware of own purposes for reading



READING INDICATORS CONTINUED (2)

- Is beginning to understand text structure in expository text
- Uses a variety of print sources for information
- Is learning to synthesize information from more than one source
- Uses card catalog or computer search engine
- Is learning to narrow search in print and online sources
- Operates a computer, including keyboarding
- Is learning to read graphic materials such as graphs, charts, tables, timelines, and maps
- Uses dictionary, thesaurus, encyclopedia, and other references in print, CD-ROM, or online



READING INSTRUCTIONAL STRATEGIES

- **Teach students steps to decode longer words.**
 - Look for chunks or parts of words you recognize. (prefixes, suffixes, base words , root words)
 - Look to the letter-sound associations.
 - Guide them to the dictionary.
- **Introduce students to all elements of the dictionary.**
- **Continue read-a-louds to students.**
- **Make tapes available for students to listen to.**
- **Encourage and make time available to independent and self selected reading.**
- **Use the Reciprocal teaching method.**
 - An interactive method where teacher and students take turns modeling four strategies (predict, question, clarify, and summarize).
- **Use literacy sessions and discussion groups.**
- **Combine the use of the minilesson and explicit comprehension routine to teach students a lesson on main ideas and supporting details.**
- **Teach students to write a report using the shared writing mode.**
- **Make class posters for procedures and guidelines.**

ASSESSMENT FOR READING

- Look for patterns of miscues before jumping to conclusions.
- Check students decoding abilities by giving them a list of pseudo-words (made up words) to read.
 - There has been a disagreement about this strategy usage and whether or not it benefits more than it harms.
- Assess students dictionary usage by giving specific tasks for students to do and by observing their behaviors as they use the dictionary on their own.
- Assess student reading beyond their actual reading level through observation.
- Have students keep track of their own progress.
 - (Independent reading records, checklists, etc.) This encourages ownership in their own education.
- Observation is key in this stage.





Part I: Monologue (34%)

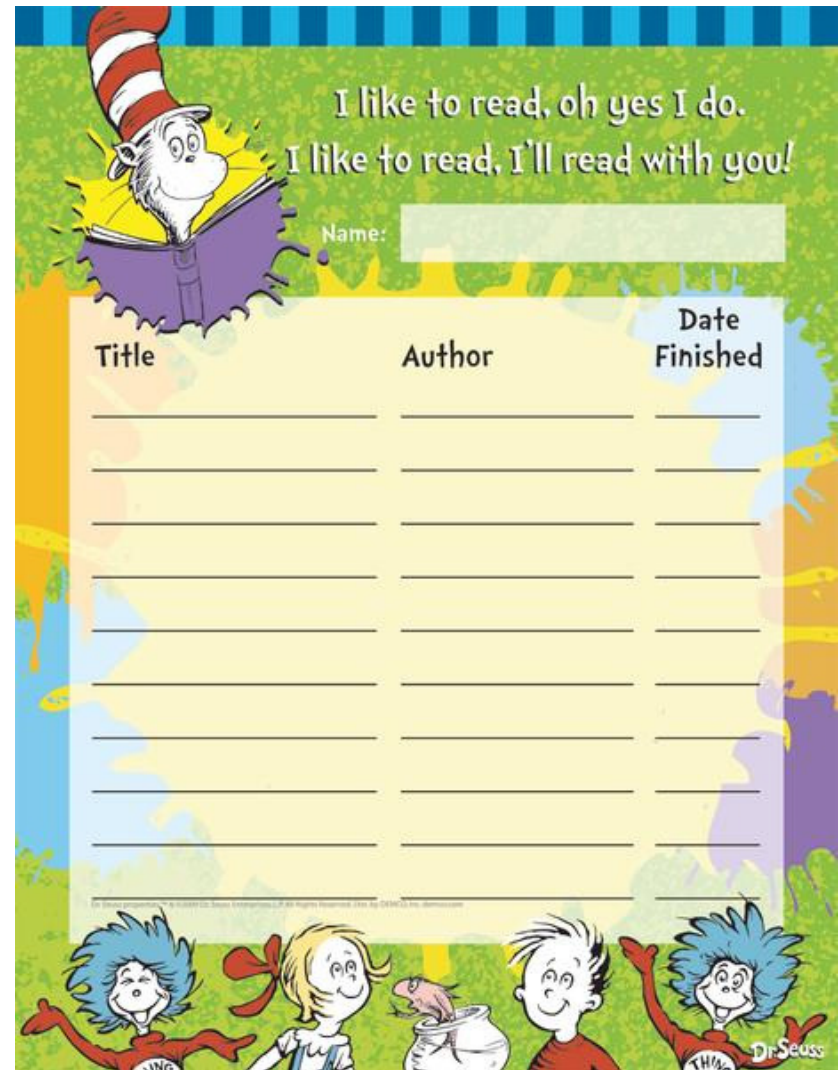
Fluency	1	2	3	4	5										
Vocabulary	1	2	3												
Structure	1	2	3	4	5	6	7	8	9						
Comprehensibility	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	Section Sub-total													/34	

Part II: Answering Questions on Monologue (26%)

Fluency	1	2	3	4	5				
Vocabulary	1	2	3						
Structure	1	2	3	4					
Comprehensibility	1	2	3	4	5	6	7	8	
Listening Comprehension	1	2	3	4	5	6			
	Section Sub-total						/26		

Part III: Answering Questions on Monologue (26%)

Fluency	1	2	3	4	5	6							
Vocabulary	1	2	3	4	5	6	7	8					
Structure	1	2	3	4	5	6							
Comprehensibility	1	2	3	4	5	6	7	8	9	10	11	12	
Listening Comprehension	1	2	3	4	5	6	7	8					
	Section Sub-total								/40				
	Test Total								/100				



WRITING BENCHMARKS

- The student exhibits continued growth in behaviors from Beginning Reading and Writing.
- The student writes for a variety of purposes.
- The student shows growth in the mechanics and conventions of writing.
- The student shows pleasure and confidence in writing.
- The student connects reading and writing.



INDICATORS OF WRITING

- Is aware of the power of the written word
- Can identify a topic and theme and develop a paper to fit a given rubric
- Can plan and put together a report
- Writes stories with all the literacy elements present
- Uses spelling patterns to attempt to spell words
- Uses increasingly conventional spelling, demonstrating increased visual memory and spelling sense
- Uses increasingly appropriate grammar and punctuation in writing
- Uses word processing tools to check spelling, to format, to revise, and to edit



INDICATORS OF WRITING CONTINUED

- Sees self as a writer
- Chooses to write in free time and at home
- Seeks suggestions for revision during peer and teacher conferences
- Enjoys sharing writing the peers by reading aloud or by publishing in print or on disk
- Enjoys and supports the writing of classmates, offering constructive comments when asked
- Uses elements of narrative writing, such as form, theme, literary techniques, style, idioms, and colorful language, in own writing
- Uses various text structures to organize information in expository writing
- Appreciates poetry forms and attempts to write them.



INSTRUCTIONAL STRATEGIES FOR WRITING

- Provide a strong support for students' individual needs as they move towards fluency
- Use modes of writing technique used in Chapter 4
- Use mini-lessons whenever possible
- Provide a classroom atmosphere that promotes and supports writing
- Share some of your own writing from time to time
- Observation and analysis are the best ways to determine whether students are making a connection between reading and writing
- Organize information logically by sequence, cause and effect, or any other familiar text structure.
- Expose students to poetry daily

ASSESSMENT OF WRITING

- Have students write and evaluate through rubrics.
- Look for spelling patterns and use of grammar and punctuation from submitted work.
- Observe students to see if they write during free time, if they show an interest in writing. Be encouraging during this process.
- Observe students when reading and listening to poetry this way to can gage their interests and promote writing.



BARKELL ELEMENTARY 4TH GRADE SCHEDULE

8:25-8:35: Morning Meeting

8:35-10:00: Language Arts

10:00-10:15: Recess

10:15-10:45: Scholastic/Snack/Read alouds

10:45-11:10: Music

11:10-11:45: Social Studies

11:45-12:25: Lunch

12:25-1:35: Science/Math

1:35-1:50: Recess

1:50-2:45: Math/Science

2:45-3:00: Classroom Work Time/Daily Planners

Mrs. Walter's 4th Grade Classroom (Tuesdays)



HOW DO I ORGANIZE A CLASSROOM FOR A RANGE OF STAGES?

- Know your students.
- Pay special attention to the attention spans and interests of students.
- Use whole-class, Small-group, and Independent Activities when appropriate.
- Develop classroom management routines and follow them.
- Develop classroom guidelines.
- Appoint classroom monitors.
- Make independent activities available.
- Role-Play
- Use Learning Centers



WHERE DO I BEGIN TO FIND MATERIALS?

- Select materials appropriate for each student.
 - Get to know your students and their interests.
- Choose books with a variety of subject matter and difficulty levels.
- Use the resources of the library and librarians. They can become a great asset for information and materials.
- Incorporate a wide variety of trade books organized by their difficulty.



WHEN TO FORM FLEXIBLE GROUPS

- To teach a lesson to students at a stage of development different from that of most others in the class
- To discuss a core book or selection
- To teach a strategy or skill mini-lesson
- To have small groups reading the same developmentally appropriate book
- To conduct group conferences
- To allow several students to discuss the same type of book



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BOOK CLUB

Remember:
March
is
Reading
Month!



If you can read this, thank a
teacher.

~Anonymous

