

Fourth Grade Reading
2011-2012

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Course Description

The fourth grade reading program was developed with an emphasis on Columbia University's Teacher's College and the Fountas and Pinnell Guided Reading program. Teacher's College Reading Workshop is a framework for teaching reading and a repertoire of strategies for enhancing students' independence and skills as readers. The goal of Guided Reading is to teach students to independently use reading strategies at their instructional level. Our reading program provides opportunities for teachers to work with small groups of children on text that closely matches the children's needs, abilities, and interests.

Reading Benchmarks

Reads given texts with fluency and understanding.
Develops and expands knowledge of words and word meanings to increase reading vocabulary.
Interacts with the text to construct reasonable meaning and is able to make connections.
Applies reading strategies to illustrate understanding of text.
Reacts to texts through written responses to indicate critical thinking.

Preparation for Class/ Course Materials

Reader's Notebook
Freedom Crossing by Margaret Goff Clark
Assorted authentic literature books, mentor texts, and library books

Methods of Instruction

Whole class, small group, partner, and independent reading and discussion
Cooperative grouping centers
Teacher & Peer Conferencing
Mini-lessons

Assessments

The construct of the fourth grade reading program allows room for constant evaluation. The classroom teacher will assess each student during the beginning and end of the year. Mid-year assessment will be available where needed. This assessment will provide information on the students' reading level as well as progress being made. Ongoing evaluations include: teacher observation, student self-evaluation, written tests/quizzes, projects, student/teacher rubrics, in-class activities and homework assignments.

Projected Course Schedule

Reading meets for 50 minutes a day four days a week and for 40 minutes on Friday.