



December

EHT ELA
NEWSLETTER
FOURTH
GRADE

Focus:

Reading

- Through Traditional Literature:
 - Theme
 - Point of View
 - Comparing texts

Social Studies

- New Jersey history through *Nicky Fifth* Series

Writing

- Literary Essay: Students need to be able to explain how different characters solve problems, how plots are the same or different, and how the same theme is shown in different ways

Literacy Block

Students are working on independent reading stamina and responding to reading through writing. Teachers are meeting with students in guided reading groups to work on individual skills.

At Home Connection: Comprehension stems for discussion.

Questioning to Understand

I'm asking questions and looking for answers

- Before reading
- During reading
- After reading



Thinking Stems:
I wonder...
What if...
Why...
I think I was confused when...
Who...

Making Connections

- Text to Self
- Text to Text
- Text to World

I use what I know to understand what I'm reading



Thinking Stems:
This reminds me of... because...
This reminds me of the book...
This reminds me of what I heard...

Inferring

I'm questioning as I read to help me draw conclusions, making predictions, and reflecting on my reading.

When the author doesn't answer my questions I must infer.



Thinking Stems:
Maybe...
Perhaps...
I think...
I'm guessing...
It means...

Visualizing

I create pictures in my mind as I read.

I see what I read.
I feel what I read.
I use my senses to help me make a movie in my mind.

Thinking Stems:
I'm visualizing...
I'm picturing...
I can imagine...
I'm seeing...



Synthesizing

I combine what I know with new information I read to help me understand the text.

I change my thinking along the way.

Thinking Stems:
Now I get it!...
At first I thought... but now I think...
My new thinking is...
I think the lesson or theme is...



Determining the Importance

I understand the main idea of the text and the author's message.



Thinking Stems:
The text is mainly about...
I learned...
The important details are...
I want to remember...