Parents’ Guide to Student Success in

*English Language Arts*

*Fourth Grade*

**Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

|  |
| --- |
| **Here Are Some Things Your Child Will Be Working on in 4th Grade**   * Describing the basic elements of stories — such as characters, events, and settings — by drawing   on specific details in the text   * Paying close attention to key features of informational books and articles: these include   understanding the main and supporting ideas; being able to compare and contrast information;  and explaining how the author uses facts, details, and evidence to support particular points   * Comparing ideas, characters, events, and settings in stories and myths from different cultures * Independently conducting short research projects on different aspects of a topic using evidence   from books and the Internet   * Paraphrasing and responding to information presented in discussions, such as comparing and   contrasting ideas and analyzing evidence that speakers use to support particular points   * Reporting orally on a topic or telling a story with enough facts and details * Relating words that are common in reading to words with similar meanings (synonyms) and to   their opposites (antonyms) |

|  |
| --- |
|  |

|  |
| --- |
| Keeping the Conversation Focused:  When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In Grade 4, these include:   * Fluency. * Comprehension. * Writing. |

**Help Your Child Learn at Home**

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

* Read to and/or with your child daily.
* Have your child write about what they have read.
* Utilize a word of the week to enhance vocabulary.
* Practice adding prefixes and suffixes to words to change their meanings.

Resource: <http://www.pta.org/parents/>

**Fourth Grade**

Nine Week Checkpoints for Parents and Students



|  |  |
| --- | --- |
| **Helpful Websites** | |
| [www.i-ready.com](http://www.i-ready.com) [www.newsela.com](http://www.newsela.com)  [www.myon.com](http://www.myon.com) [www.readworks.org](http://www.readworks.org) | |
| **First Nine Weeks** | **Second Nine Weeks** |
| *Students should know and be able to:*   * Refer to details in text in order to make inferences. * Determine the main idea of an informational text. * Describe overall structure of events and ideas in an informational text (cause and effect, problem/solution, sequencing, compare/contrast) * Explain how an author uses reasons and evidence to support points in text. * Interpret information in charts, graphs and explain how information contributes to the understanding of the text. * Compare/contrast firsthand and secondhand accounts of the same topic or events. * Integrate information from two texts on the same topic to speak and/or write about a topic. * Write informational reports/essays. | *Students should know and be able to:*   * Refer to details in a story when explaining and drawing inferences from the story. * Describe in depth story elements drawing on specific details in text. * Determine theme from details in the story, poem, and/or drama; summarize the story. * Compare and contrast the treatment of similar themes and topics and patterns of events. * Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person. * Make connections between text of a story and a visual/oral presentation of the story. * Explain major differences between poems and dramas referring to structural elements of poems/drama. * Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| **Third Nine Weeks** | **Fourth Nine Weeks** |
| *Students should know and be able to:*   * Determine the main idea of an informational text. * Summarize both informational and literary texts. * Determine theme from details in text; summarize the text. * Refer to details in informational and literary texts to make inferences. * Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text. * Describe in depth story elements drawing on specific details in text. * Write opinion pieces on topics or texts, supporting a point of view with reasons. | *Students should know and be able to:*   * Describe the overall structure of events, ideas, concepts, or information * Integrate information from two texts on the same topic in order to write or speak about the subject * Explain how an author uses reasons and evidence to support particular points in a text. * Compare/ contrast themes and topics and patterns of events in stories, myths, literature from different cultures. * Explain difference between poems, drama, and prose, and refer to structure. * Make connections between the text of a story/drama and a visual/oral presentation of the text. |