



# 4<sup>th</sup> Grade

# Parent Guide for Understanding the English Language Arts Common Core

	Reading: Literature & Informational Text	Reading: Foundational Skills	Writing	Speaking & Listening	Language
<b>Students will be able to:</b>	<ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> <p><u>Literature:</u></p> <ul style="list-style-type: none"> <li>Determine the theme of a story, drama, or poem from details in the text.</li> <li>Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</li> </ul> <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> <li>Determine the main idea of a text and explain how it is supported by key details; summarize.</li> <li>Determine the meaning of general academic and domain-specific words or phrases in a text.</li> <li>Explain how an author uses reasons and evidence to support particular points in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>Read with sufficient accuracy and fluency to support comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Write opinion pieces on topics or text, supporting a point of view with reasons and information.</li> <li>Write informative/explanatory text to examine a topic and convey ideas and information clearly.</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear event sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.</li> <li>Paraphrase portions of a text read aloud or information presented in diverse media and formats.</li> <li>Report on a topic or text, tell a story, or recount an experience in an organized manner, speaking clearly at an understandable rate.</li> </ul>	<ul style="list-style-type: none"> <li>Write following the English rules of grammar.</li> <li>Write following the rules of punctuation, capitalization, and spelling.</li> <li>Write fluidly and legibly in cursive or joint italics.</li> <li>Determine or clarify the meaning of unknown and multiple meaning words/phrases.</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
<b>Schools will support by providing opportunities to:</b>	<ul style="list-style-type: none"> <li>Read literature closely to describe characters, setting, or events in a story, drawing on specific details in a text, themes, characters, setting, and plot.</li> <li>Reflect on literature and text as they read through discussion and in writing.</li> <li>Read and understand grade level literature and informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> <li>Strengthen writing as needed by planning, revising, and editing.</li> <li>Gather relevant information from print and digital sources; take notes, <b>paraphrase</b>, and categorize information, and provide a list of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Have group discussions on read aloud texts or information presented in other formats.</li> <li>Plan and deliver a narrative presentation that relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</li> <li>Speak in clear, complete sentences when engaging in various tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Study the works of various authors focusing on language use and grammar.</li> <li>Apply the rules of English grammar and conventions in daily writing tasks.</li> <li>Learn and apply strategies to understand unfamiliar words in reading.</li> </ul>
<b>Parents can support by providing opportunities to:</b>	<ul style="list-style-type: none"> <li>Keep track of the time your child reads independently. Note what kinds of reading materials he or she likes (e.g., books, magazines, newspaper articles, the internet, etc.).</li> <li>Have a discussion about what they read.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to read every day.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to write.</li> <li>Encourage your child to reread their writing revising for meaning, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Have family conversations about various topics using complete sentences.</li> <li>Model good listening and clear speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to reread and revise their work to correct grammar and punctuation.</li> </ul>

## Fourth Grade Students will:

- Identify the theme or main idea of a story, play, or poem
- Compare stories from different cultures
- Explain how authors use facts, details, and evidence to support their points
- Read and understand information presented in charts, graphs, timelines, and other illustrations
- Learn the rules of spoken and written language
- Learn and use new words, including words related to specific subjects (such as science related words)
- Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Give a class presentation on a topic or tell a story using relevant, organized facts, and details while speaking clearly
- Write stories including dialogue and descriptions of characters' actions, thoughts, and feelings
- Take notes and organize information from books, articles, and online sources to learn more about a topic
- Write research and/or opinion papers over extended periods of time

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## How Parents Can Support:

- Ask your child what he or she learned from reading and how that knowledge can be used in real life. Have him or her read the most interesting or useful sections aloud.
- Urge your child to use evidence and/or logical arguments to defend his or her opinion. If your child wants a raise in their allowance, ask him or her to research commonsense allowance systems and, based on that research, explain reasons why, supported by facts and details.
- Talk about current events together. Pick a story in the news and discuss with your child what it means.
- Use technology to build your child's interest in reading. There are several websites where students can read books or articles online. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

## Resources:

*Sacramento City Unified School District*

<http://www.scusd.edu/commoncoredept>

- ✓ Links to documents for California (CCS) Common Core Standards, including a list of mentor texts for the Standards for English Language Arts Practice

*Parent-Teacher Association*

<http://achievethecore.org/leadership-tools-common-core/parent-resources/>

- ✓ Parent Guides including grade level specific handouts with simple descriptions of what children should be learning in English Language Arts in each grade

*California Department of Education*

<http://www.cde.ca.gov/re/cc/index.asp>

- ✓ Informational flyers provide overviews and highlights of the ELA CCS
- ✓ Handouts for parents on transitioning to CCS
- ✓ Link to *Council of Great City Schools Parent Roadmaps*
- ✓ Links to *Smarter Balanced Assessments*

[www.bookadventure.com](http://www.bookadventure.com)

- ✓ *Free online reading resources*

[www.starfall.com](http://www.starfall.com)

- ✓ *Free online reading resources*

## How Things Have Changed:

English Language Arts expectations of students have changed greatly with the adoption of the Common Core Standards. Students will continue to read and write, but in addition to stories and literature, they will read more informational or non-fiction texts that provide facts and background knowledge in areas including science and social studies. They will also read more challenging text and be asked to support their interpretations with evidence from the text. There will also be an increased emphasis on building strong vocabulary so that students can read and understand challenging material.

### Previous California Standards Assessment:

Read this sentence from "Tim and Jim's Race"

"When Henry Hippo reached the other side, his eyes grew wide."

**When the author says that Henry's "eyes grew wide," she means that Henry**

**A** was tired.

**B** was trying to see better.

**C** was surprised.

**D** was afraid of something.

### Common Core Standards Assessment:

Read the sentences from the passage. Then answer the question.

What does the author mean by "the sky is no longer the limit"? How does the meaning apply to the Ankyadike sisters? Use details from the text to support your answer.