

# Wilson County Schools



## Fourth Grade Community Resource

ELA



Parental Involvement

**2017-2018**

<b>Parent Resources</b>	<div data-bbox="1205 224 1430 350" data-label="Image"> </div> <p data-bbox="604 402 1990 586"> <b>This Elementary Curriculum Guide for Fourth Grade provides parents/guardians of elementary school students with an overview of the ELA curriculum. This document reflects the North Carolina Standard Course of Study, the state’s standards that teachers are required to teach at each grade level. These are the standards that are assessed on the Literacy Assessments in fourth grade. Please read the information in this booklet carefully.</b> </p> <p data-bbox="604 592 1990 699"> <b>We hope that this information will be helpful to you and that you will use it as a reference throughout the year. If you have questions, please talk with your child’s teacher, curriculum facilitator, or school administrator.</b> </p> <p data-bbox="625 706 1969 852"> <b>The ELA Common Core Standards (CCSS) for elementary education are divided into five strands: Reading, Writing, Reading Foundations, Language, and Speaking &amp; Listening. The grade level standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career ready expectations.</b> </p> <div data-bbox="781 993 1808 1175" data-label="Image"> </div>
<a href="#">Helping Your Child at Home</a>	
<a href="#">Tips for Testing</a>	
<a href="#">Critical Thinking at Home</a>	
<a href="#">Parent Roadmaps for ELA Standards</a>	
<a href="#">Resources for Reading for Literature and Information</a>	
<a href="#">Resources for Writing</a>	
<a href="#">Resources for Language</a>	
<a href="#">Resources for Foundational Skills</a>	
<a href="#">Resources for Speaking &amp; Listening</a>	
<a href="#">Technology Resources (online sites, apps, etc)</a>	



# Helping Your Child at Home

- **Talk about school. Learn about your child's friends, teachers, assignments, and activities.**
- **Attend school functions as often as possible (open house, PTA/PTO, parent/family nights, etc.).**
- **Communicate frequently with your child's teacher to help him/her better understand your child's needs and to find out how you can help your child at home.**
- **Read to or with your child every night for 20-30 minutes. Before you read each book, read the title and look at the cover and pictures inside. Ask your child what he/she thinks the book may be about (prediction). After reading the book, review his/her prediction. Was the prediction right? If not, what happened instead?**
- **Allow your child to see you reading (books, newspapers, mail, magazines).**
- **Show your child that education is important by being interested in his/her work. This will encourage your child to do well in school.**
- **Encourage your child to write notes, grocery lists, and directions.**
- **Help your child get organized. Develop a routine for doing homework and packing/unpacking his/her bookbag.**
- **Provide a quiet place that has everything your child might need for doing homework (pencils, paper, etc.).**
- **Provide support and guidance, but allow your child to do assignments him/herself.**
- **Help your child take responsibility for his/her work.**
- **Establish a game night as an alternative to TV watching.**
- **As much as possible, provide learning experiences outside of school (parks, libraries, museums, zoos, historical sites).**
- **Keep a set of flashcards in the car (sight words; alphabet letters; addition, subtraction, multiplication, and division facts; shapes; etc.).**
- **Visit the public library often. Encourage your child to be responsible for his/her library card and for the books he/she checks out.**
- **Praise your child for authentic progress and effort.**

## Test Taking Tips for Parents

The following tips will provide suggestions for parents on how to approach test taking with their kids.

1. Attendance is very important. Have your child at school every day so that they will not miss any important concepts and skills.
2. Make sure that your child does all their homework and reading assignments which will help make sure your child is prepared for any test. Check your child's agenda daily for homework and teacher remarks.
3. Encourage your child to space out their studying and homework assignments so that they won't be forced to cram on the night before the test.
4. If you are anxious about your child's test it's ok, but try to keep cool around your child, you don't want them to get anxious about their tests too.
5. Encourage your child to do well, but don't pressure him/her, you may stress him/her out, it is important for your child to stay relaxed on the test.
6. Keep a positive attitude about tests.
7. Provide a quiet, well lighted area with little distractions to help your child study efficiently.
8. Make sure that your child gets enough sleep every night, especially nights before the test. Some kids need more rest than others - stay on a schedule.
9. Ensure that your child eats a healthy breakfast daily and avoid heavy or sugary foods that may make him/her groggy or hyper.



## Standards your third grader will be assessed on include:

**RL.4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.2** - Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RL.4.4** - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**L.4.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.

**L.4.5.a** - Explain the meaning of simple similes and metaphors.

**RI.4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2** - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.3** - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.4.4** - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.5** - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.7** - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8** - Explain how an author uses reasons and evidence to support particular points in a text.



# CRITICAL THINKING AT HOME

## ➤ Foster Imagination for Writing

- **Get your child to write! Stimulate their imagination using images, half-told stories, and snippets of TV shows and movies.**

## ➤ Foster Problem-Solving with Games

- **Have family game night! Games require problem-solving and critical thinking. Learning games such as Apples to Apples, Scrabble, Clue, Battleship, Word Yahtzee, Boggle, Monopoly, Life, and crossword puzzles require problem-solving.**

## ➤ Present the Unexpected Illusion, Teaser, or Problem

- **Optical illusions, brain teasers, and online simulations all offer opportunities to develop critical thinking skills.**

## ➤ Motivate and Engage Students with Models and Robots

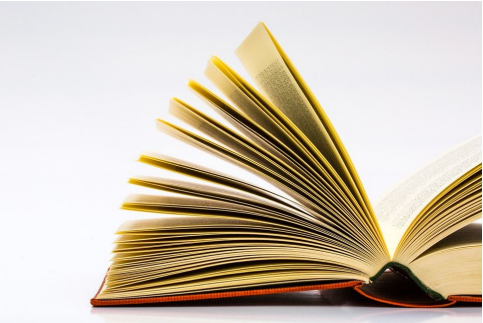
- **Building models, LEGOS, and robots also foster critical thinking.**

## ➤ Provide Virtual Experiences

- **Provide a range of experiences, images, and conceptualizations via real and virtual fields trips and tours.**



**Parent Roadmap for [4th Grade](#)**  
**Parent Roadmap for [4th Grade \(Spanish\)](#)**

<b>Parents Guide to Student Success</b>	<b>Guía Para Padres Para Fomentar el Éxito Escolar</b>	
<a href="#">Kindergarten</a>	<a href="#">Kindergarten</a>	
<a href="#">First Grade</a>	<a href="#">Primer Grado</a>	
<a href="#">Second Grade</a>	<a href="#">Segundo Grado</a>	
<a href="#">Third Grade</a>	<a href="#">Tercer Grado</a>	
<a href="#">Fourth Grade</a>	<a href="#">Cuarto Grado</a>	
<a href="#">Fifth Grade</a>	<a href="#">Quinto Grado</a>	



## Reading for Literature and Information

### RL - Reading Literature, RI - Reading Information

#### **Key Ideas and Details**

**What it means:** Your child will be encouraged to carefully read many books and texts. Within these texts, your child will be working to understand what is happening, summarize key events or points and recall details important to the story or topic. Your child should read both fiction and nonfiction texts and be able to retell stories and share important information.

#### **Craft and Structure**

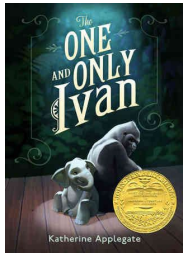
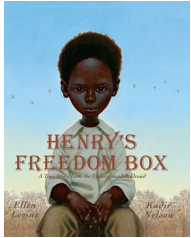
**What it means:** The standards within this area (or "strand") focus on specifics within a book, for example, an author's specific word choices or phrases. A second emphasis relates to understanding the underlying structure of common types of texts, including storybooks, poems and more.

#### **Integration of Knowledge and Ideas**

**What it means:** Within this strand, students will be working to compare and contrast details from stories, describe key ideas using details in informational text, and tell how two texts on the same topic differ.

#### **Range of Reading and Level of Text Complexity**

**What it means:** Teachers will be using a variety of techniques to introduce a range of books and other written material that both support and challenge a child's reading level. This may include nonfiction and fiction, infographics, poetry and more. This will be done with the ultimate goal of making sure students understand what they're reading.

Standards Taught	Parent Activities	Great Books to Read
<p><b><u>Key Ideas and Details:</u></b></p> <p><b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>How parents can help:</b></p> <p>After you share a story, talk about important story elements such as beginning, middle and end.</p> <p>Encourage your child to retell or summarize the reading.</p> <p>After reading nonfiction, ask questions about the information, "Is the spider an insect? How is a spider different than an insect?"</p>	<p><b><u><a href="#">4th Grade BOOK LIST</a></u></b></p> <p><b><u>Fiction</u></b></p> <div style="display: flex; justify-content: space-around;">   </div>



**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### **Craft and Structure:**

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### **Integration of Knowledge and Ideas:**

**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Reading is a language activity. Studies have shown that [exposing your child to a variety of words](#) helps in her development of literacy skills.

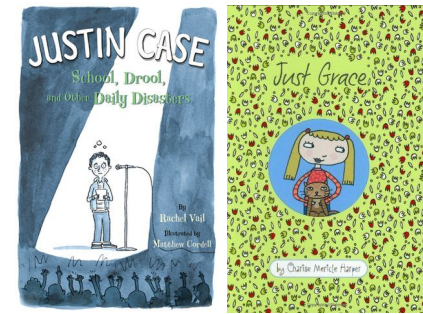
Read with your child every day. Ask your child to explain his or her favorite parts of the story. Share your own ideas.

During and after reading, call attention to interesting words and phrases. This may include repeated phrases, metaphors or idioms ("sick as a dog," "a dime a dozen.").

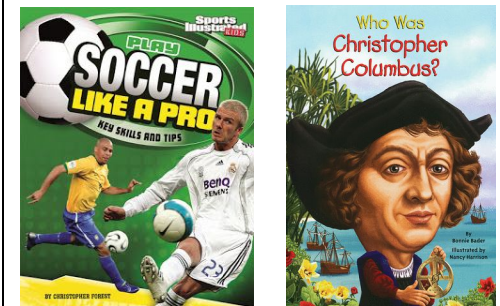
Talk about any new vocabulary and other ways the author used language or words to make the text interesting, informative, funny or sad.

For older students, have fun reading different versions of the same fairy or folk tale. Talk about the similarities and differences between the two books. Then switch to nonfiction and read two books on the same topic. Compare the information in each, again focusing on similarities and differences. "Let's look at each book and think about the words used to describe weather. How are the descriptions alike? How are they different?"

Parents can help promote their child's skill while developing their reading stamina (ability to "stick with it."). This means helping them avoid frustration or anxiety about tackling a harder book. Support your reader by talking through some of the things that make a text complex, including multiple levels of meaning, inferred information (implied rather than clearly stated) or more sophisticated graphics.



### **Nonfiction**



### **4th Grade Reading & Writing Activities**

<p><b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b><u>Range of Reading and Level of Text Complexity:</u></b></p> <p><b>RL.4.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
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## Writing

**What it means:** Fourth grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. Students build their argument by linking ideas together in a logical manner. At this level, students use a variety of sentence structures and more complex sentences. They are developing the use of more complex sentences with clauses (consequently, specifically).

<b>Standards Taught</b>	<b>Parent Activities</b>
<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey</p>	<p><b>Provide a place for your child to write.</b> The area should be an area that is quiet and well lit. Stock the “writing center” with supplies such as paper, pencils and crayons. You can also gather family</p>

ideas and information clearly.

**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

photos and magazines in the center that can be used as story starters.

**Read, read, read!**

The best activity to improve writing is reading. If your child reads good books, he will be a better writer. Reading exposes students to general vocabulary, word study and content-specific vocabulary. Through reading, students see a variety of authors' techniques that they can use in their own writing.

**Provide authentic writing opportunities for your child.**

Have your child write his own thank-you notes, party invitations and letters to family. Let your child make the grocery list. Finding a pen pal for your child would make writing "real." Helping children make the connection between writing and the "real" world will increase an interest in writing.

**Be a writing role model.**

Make sure your child sees you as a writer. Point out times that you use writing to communicate with others. Discuss authentic writing in the community such as articles and letters in the newspaper, on billboards or in written advertisements. Discuss the purpose of the writing and the target audience. When your child writes, you should write. You can schedule a day of the week that you will turn off the television and share your writing.

**Start a vocabulary notebook.**

Teach your child new words each week and encourage her to use them. Make it into a game and give points for using the new words. Your child can keep a vocabulary notebook and get rewarded for the number of new words learned. The words will begin to appear like magic in her oral language and writing.

**Ask questions.**

Always ask your child questions when he writes. Ask specific questions about your child's writing such as: "How did that happen?" "How did that make you feel?" "Can you tell me more about that...?" "What are some other words you could use to describe...?"

**Help your child publish her writing.**


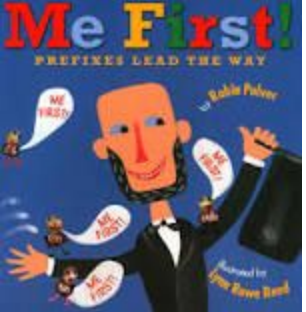
Share her writing with others, place it on the refrigerator or encourage her to write for kids' magazines. When your child's writing is published in a

	children’s book, she will be on her way to becoming a lifelong writer and author.
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## Reading Foundations

**What it means:** Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multisyllabic words. Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding.

### PHONICS and WORD RECOGNITION

Standards Taught	Parent Activities	Great Reads
<p><b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Learning <a href="#">prefixes and suffixes</a> is a great way to boost vocabulary quickly.</p> <p><a href="#">Prefix/Suffix List</a></p>  <p><a href="http://www.readingrockets.org/article/root-words-roots-and-affixes">http://www.readingrockets.org/article/root-words-roots-and-affixes</a></p> <p><a href="#">Common Prefixes &amp; Suffixes</a></p> <p><a href="#">Literacy Stations Activities</a></p> <p><a href="#">Greek/Latin Suffixes</a></p>	<p><a href="#">4th Grade Reading &amp; Writing Activities</a></p> 

[Syllable Pattern Activities](#)

## FLUENCY

Standards Taught	Parent Activities	Great Books to Read
<b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.	Read to your child nightly. This will promote fluency. Your child can hear what fluent reading sounds like. Let your child read books many, many times. The more they read the more fluent they will become. <a href="#">Read Aloud Tips</a>	Your child’s teacher should send home books that your child can read independently. Listen to them read each night.  Read aloud books from your public library. <a href="#">Read Aloud Tips</a>

## Language

**What it means:** Fourth grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

Standards Taught	Parent Activities
<b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <b>L.4.5</b> Demonstrate understanding of figurative language, word relationships,	Take every opportunity you can to help increase your child's vocabulary. You can do this by pointing to things and asking the child to tell you what they are, or you can stop and explain the meaning of any words in your reading that the child may not understand. The more you talk to your child, the faster their vocabulary will grow <a href="#">4th Grade Reading &amp; Writing Activities</a>  <a href="#">Grammar ROCK Videos</a>



and nuances in word meanings.


**L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.


Scholastic - Parts of Speech



**Speaking and Listening**

**What it means:** Fourth grade students will engage in -appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). Fourth grade students will also written text read aloud or information presented in multiple formats.

Standards Taught	Parent Activities	Technology Resources
<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Ask your children questions that require more than a "yes" or "no" answer. Some questions that help them to talk more openly are "Why do you think that happened?" "What do we do next?" "What would happen if we did it this way?" "What can we do about that?" "How can we make this better?"</p> <p>Listen carefully as your children talk to you. Answer their questions and take time to explain things to them.</p> <p>Set aside a special time each day to read aloud</p>	 <p><a href="#">AudioBoom</a> - app to record books</p> <p>Listen to books online! - <a href="#">Storyline Online</a>, <a href="#">FreeChildrenStories</a></p> <p><a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a>  <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></p>

<p><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes</p> <p><b>SL.4.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>to your children.</p> <p>Read stories and informational books aloud for as long as you can read and your children can listen. If your children become restless, lay the book aside and come back to it at another time.</p> <p>Record yourself reading a book. Let them play the recording and read along in the book on their own.</p> <p>Take nature walks in the neighborhood or at local parks. Spend time talking in detail with your children about things you can see, hear, or touch such as leaves, rain, and caterpillars.</p> <p>Pick a topic of interest to your children and have them learn new things about it. Ask them to tell you and other family members what they have learned.</p>	 <p><a href="#">YouTube</a> offers most any book title videos of read alouds!</p>
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Technology Resources		
<p><b>Parent Websites</b></p> <p><a href="http://www.parenttoolkit.com/explore-your-toolkit">http://www.parenttoolkit.com/explore-your-toolkit</a>  <a href="http://gws.ala.org/">http://gws.ala.org/</a> - Great Websites for Kids  <a href="http://www.readingrockets.org/audience/parents">http://www.readingrockets.org/audience/parents</a> - Reading Rockets for Parents  <a href="http://www.scholastic.com/parents/">http://www.scholastic.com/parents/</a> - Parent website from Scholastic</p> <p><a href="#">4th Grade Reading &amp; Writing Activities</a></p>	<p><b>Online Reading for Students</b></p> <p>Listen to books online! - <a href="#">Storyline Online</a>, <a href="#">FreeChildrenStories</a></p> <p><a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a>  <a href="https://www.freechildrenstories.com/">https://www.freechildrenstories.com/</a></p>	<p><b>Online Activities and Apps</b></p> 