

# Common Core State Standards

## ENGLISH LANGUAGE ARTS

Grade

4

*A resource to help you support your child's learning*

In grade four, students will continue to build important reading, writing, speaking, and listening skills and continue to grow their vocabulary. They will also be expected to explain what they have read by referring to details from the text. In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information. Activities in these areas will include:

- Identifying the theme or main idea of a story, play, or poem
- Comparing stories from different cultures
- Explaining how an author uses facts, details, and evidence to support their points
- Reading and understanding information presented in charts, graphs, and timelines
- Learning the rules of spoken and written English
- Writing research or opinion papers
- Learning and using new words, including words related to specific subjects (such as science)
- Participating in class discussions
- Giving a class presentation using relevant, organized facts and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Taking notes and organizing information from books, articles, and online source

In grade four, students will read a wide range of literature, including stories, plays, and poems. They will read about history, the world, science, and other areas. Here are examples of how your child will develop important reading skills across grade levels.

### Reading Literature

Grade Three Reading	Grade Four Reading	Grade Five Reading
<ul style="list-style-type: none"><li>• Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.</li></ul>	<ul style="list-style-type: none"><li>• Students determine the theme of a story, play, or poem from details in the text and summarize the text.</li></ul>	<ul style="list-style-type: none"><li>• Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic</li></ul>
<ul style="list-style-type: none"><li>• Students distinguish their own point of view from that of the narrator or those of the characters.</li></ul>	<ul style="list-style-type: none"><li>• Students compare and contrast the point of view from which different stories are told, and the difference between first- and third-person accounts.</li></ul>	<ul style="list-style-type: none"><li>• Students describe how a narrator's or speaker's point of view influences how events are described.</li></ul>

### Reading for Information

Grade Three Reading	Grade Four Reading	Grade Five Reading
<ul style="list-style-type: none"><li>• Students ask and answer questions about what they read by referring directly to parts of the text.</li></ul>	<ul style="list-style-type: none"><li>• Students refer to details and examples in a text when explaining and drawing inferences from the text.</li></ul>	<ul style="list-style-type: none"><li>• Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences</li></ul>
<ul style="list-style-type: none"><li>• Students use information gained from images or illustrations.</li></ul>	<ul style="list-style-type: none"><li>• Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.</li></ul>	<ul style="list-style-type: none"><li>• Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li></ul>

## Writing

Writing tasks in grade four may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Three Writing	Grade Four Writing	Grade Five Writing
<ul style="list-style-type: none"><li>• Students introduce a topic and use facts, definitions, and details to develop points.</li></ul>	<ul style="list-style-type: none"><li>• Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.</li></ul>	<ul style="list-style-type: none"><li>• Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information.</li></ul>
<ul style="list-style-type: none"><li>• Students provide a concluding statement or section.</li></ul>	<ul style="list-style-type: none"><li>• Students provide a concluding statement or section related to the information or explanation presented.</li></ul>	<ul style="list-style-type: none"><li>• Students provide a concluding statement or section related to the information or explanation presented.</li></ul>
<ul style="list-style-type: none"><li>• Students group related information together.</li></ul>	<ul style="list-style-type: none"><li>• Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.</li></ul>	<ul style="list-style-type: none"><li>• Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful.</li></ul>
<ul style="list-style-type: none"><li>• Students use linking words and phrases to connect ideas, such as <i>also</i>, <i>another</i>, and <i>but</i>.</li></ul>	<ul style="list-style-type: none"><li>• Students link ideas within categories of information using words and phrases (such as <i>another</i>, <i>for example</i>, <i>also</i>, and <i>because</i>).</li></ul>	<ul style="list-style-type: none"><li>• Students link ideas within and across categories of information using words, phrases, and clauses (such as <i>in contrast</i> or <i>especially</i>).</li></ul>
	<ul style="list-style-type: none"><li>• Students use precise language and subject-specific vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Students use precise language and subject-specific vocabulary.</li></ul>

### Helping your child learn outside of school

1. Provide time and space for your child to read independently.
2. 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.
3. It is helpful when your child sees other people reading at home. You could share what you have read.
4. Keep track how much your child reads. Find materials your child is interested in to develop a passion for reading.
5. Get your child a library card. Many libraries have book clubs and family activities that make reading fun.
6. Use websites to read books or articles online. Libraries also have computers students can use.

### Partnering with your child's teacher

Ask your child's teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?

For more information on the Common Core State Standards for English go to <http://www.corestandards.org/ELA-Literacy> or <http://www.commoncoreworks.org>.