



An At-Home Guide for Families

4th Grade English Language Arts in North Carolina Public Schools

Course Outline

At the end of the course, my child will be able to...

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Know and apply grade-level phonics and word analysis skills in decoding words
- 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.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.
- 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.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 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; adjust speech as appropriate to formal and informal discourse
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the



text.







- 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.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Read with sufficient accuracy and fluency to support comprehension.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Identify the reasons and evidence a speaker provides to support particular points.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.
- Identify the reasons and evidence a speaker provides to support particular points.
- Determine and/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: context clues, word parts, word relationships, and reference materials.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- 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.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 continuum.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine and/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: context clues, word parts, word relationships, and reference materials.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Curious what the specific standards are for 4th Grade English Language Arts in North Carolina?







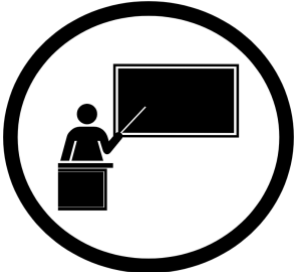
Check out the [North Carolina Standard Course of Study](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [NC DPI's unpacked contents document](#) aligned to the course standards.








Key Vocabulary

Visual	Term	Definition
	Inference	A conclusion derived from logical reasoning following an investigation of available evidence
	Explicit	stated clearly and directly, leaving no room for confusion or interpretation
	Main Idea	The central topic of a text that is supported by other points and ideas in the text.
	Key Details	Specific and important parts of the text that provide information; support and elaborate on the main idea.
	Explain	To make something clear
	Cause and Effect Text	Describes an event (the cause) and what happens because of it (the result).



Visual	Term	Definition
	Comparison Text	Explains how two topics are similar and different.
	Chronological/ Chronology Text	Describes events in the order that they occur.
	Problem / Solution Text	Describes a problem and how it is solved (solution).
	Firsthand Account	A summary of events from an original source or personal experience.
	Secondhand Account	A retelling or recount of an event or topic based on
	Research	Collecting and studying materials to learn new information.
	Presentation	Showing and explaining a piece of work to an audience



Visual	Term	Definition
	Author's Purpose	The reason why an author writes a text
	Persuade	To convince the reader of a certain perspective or point of view
	Inform	Teach the reader about a topic
	Entertain	Provides enjoyment for the reader
	Biography	A text that tells about a person's life.

Learning in Action: Grade Level Skills

Examples of Grade Level Skills

Grade level example of comparing and contrasting characters:

In “Mo’s Lucky Shoes,” students compare and contrast the reactions to two different characters.



Grade level example of explaining the main idea of a text:

In “Tornadoes: Watch Out!” students identify the main idea and supporting details.

Grade level example of demonstrating informational text structures:

Students write a letter to a friend where they explain the different types of text structures. In the letter, students define the text structure and explain ways that each text structure can be identified.

Grade level example of identifying similarities and differences between two accounts of the same event:

Students read two different articles about the Yellowstone fires in 1988 and compare and contrast them.

Grade level example of making a presentation:

Students will create a presentation to demonstrate what they have learned about the fires in Yellowstone in 1988.

Resources

Links and online resources to allow you to support your child’s learning.

- [Reading Rockets](#) - Goes over teaching reading, reading problems, and reading topics
- [Scholastic](#) - Books lists and Activities
- [U.S. Department of Education](#) - Lists a variety of reading resources
- [Readworks](#) - Free content, curriculum, and tools

At-Home Connections

It is so beneficial to talk with your child about anything they can read and/or observe. You can discuss news articles, movies, even TV shows! You can discuss with your child about things they noticed, what appealed to them, or what maybe didn’t make sense.

- Tell me how to figure out the main idea of a story.
- Tell me about the setting of a story.
- Tell me how we can compare and contrast [any two things].



- Tell me how you know that's true [look for gathering evidence].
- Read a story or article together and talk about what you read.

Challenges to Anticipate

It is hard to watch our children struggle but this is an important part of the learning process. Be supportive and encouraging when struggles happen and encourage them to read whatever they enjoy for fun.

- Read often and make sure your child sees you reading for pleasure on your own.
- Ask your child to explain something they read about to help build confidence. Explaining to you will help with their understanding.
- Talk to your child about real world events and read about them with your child.

Communicating with Your Child's Teacher

Still feeling stuck? Reach out to your child's teacher to discuss what you can do further your child's learning. Some questions that might guide your discussion:

- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?

Need Technical Help?

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).

Citations

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