

Archdiocese of New York Grade 4 English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child’s learning. The table below contains all of the Grade 4 English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Grade 4. Each standard has a specific code. For example, RL.4.1 stands for “Reading for Literature Grade 4 Standard 1.” You will often see these standards referenced on your child’s quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand “Resources” column electronically by clicking on the hyperlinks provided. **However, we suggest that you also download and print this matrix.** You will notice that the column all the way to the left is marked “Parent Notes.” You can use this column to take notes on your child’s progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are six main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Foundational Reading Skills, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. ***Your child’s teacher will be able to tell you which standards you should focus on with your child throughout the year.***

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

| Reading for Literature | Reading for Informational Text | Writing | Speaking and Listening | Language |
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| These standards pertain to students’ ability to read and analyze different types of literature, such as poetry, prose, and drama. | These standards pertain to students’ ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals. | These standards pertain to students’ ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks. | These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations. | These standards focus on students’ ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking. |

READING STANDARDS FOR LITERATURE

| Parent Notes | Standard Code | What does this standard mean? | What can I do at home? | Resources |
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| | Reading for Literature Grade 4 Standard 1 (RL.4.1) | Students must be able to support what they say about a book by explicitly referring to events and details from the book. | Ask your child . . . “What happened in the book that shows you that?” “Can you find a page that has an example of that?” | https://learnzillion.com/lessons/4819-comprehension-skill-video-the-legend-of-keesh-day-1 Read the text with your child. Then watch the video to help him/her review this skill. |
| | Reading for Literature Grade 4 Standard 2 (RL.4.2) | Students must be able to explain the theme and provide a summary of a story, play, or poem. | Ask your child . . . “What is the lesson that you learned from that story, fable, etc.?” “How did the author make that lesson clear in the story?” “What was this story, play, etc about?” | https://learnzillion.com/lessons/924-determine-the-theme-of-a-story Read the passage with your child and then watch the video to help him/her practice identifying a theme. |

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| | <p>Reading for Literature Grade 4 Standard 3 (RL.4.3)</p> | <p>Students must be able to provide in-depth descriptions of the characters, settings, and/or events in the stories that they read with specific references to example/details from the texts.</p> | <p>Ask your child . . .</p> <p>“Where does the story take place? What does that place look, feel, sound, etc like?”</p> <p>“What is that character like?” “What does that character look like?”</p> <p>“How does that character feel when . . . ?”</p> <p>“When the character . . . what is the result?”</p> <p>“What does the character do to cause . . . ?”</p> | <p>https://learnzillion.com/lessons/4959-lesson-2</p> <p>Read the poem with your child. Then watch the video with him/her to review using clues from the text to describe a setting.</p> |
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| | <p>Reading for Literature Grade 4 Standard 4 (RL.4.4)</p> | <p>Students must be able to figure out the meaning of unfamiliar words and phrases and understand when a word is referring to key figures from ancient mythology.</p> | <p>Ask your child . . .</p> <p>“What does that word mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What do you think that word might mean based on the rest of the sentence?”</p> | <p>https://learnzillion.com/lessons/4822-comprehension-skill-video-the-legend-of-keesh-day-4</p> <p>Read the text with your child. Then watch the video to help him/her practice deciphering the meaning of an unfamiliar word or phrase.</p> |
| | <p>Reading for Literature Grade 4 Standard 5 (RL.4.5)</p> | <p>Students must be able to identify and describe the main differences between poems, drama (plays), and prose (ordinary structure of language) and use explicit references to structural elements (e.g. <i>verse, rhythm, meter</i> for poetry and <i>cats of characters, settings, dialogue, stage directions</i> for drama) in an oral and/or written response to a text.</p> | <p>Ask your child...</p> <p>“Can you tell me what is similar about these texts (e.g. a poem and prose)? What is different?”</p> <p>“What elements of the text gave you clues that this is a [drama, poem, etc]?”</p> | <p>https://learnzillion.com/lessons/1904-explain-how-an-author-uses-rhythm-to-express-point-of-view</p> <p>Read the poem with your child and then watch the video to help him/her review the differences in structural elements between poetry and other texts.</p> |

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| | <p>Reading for Literature Grade 4 Standard 6 (RL.4.6)</p> | <p>Students must be able to identify the similarities and differences in the narration between stories written in first-person (e.g. <i>I, we</i>) and in third-person (e.g. <i>she, they</i>).</p> | <p>Ask your child...</p> <p>“Who is telling the story? How do you know?”</p> <p>“What does the narrator think about...? Do you agree? Why or why not?”</p> | <p>http://www.k12reader.com/worksheet/narrators-point-of-view-flow-chart/view/</p> <p>Print this reference sheet. Keep it in an easily accessible place for your child to use to practice identifying points of view.</p> <p>http://www.k12reader.com/worksheet/point-of-view-who-is-telling-the-story/view/</p> <p>http://www.k12reader.com/worksheet/change-the-point-of-view-third-person-to-first-person/view/</p> <p>Print the practice sheets for your child to complete.</p> |
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| | <p>Reading for Literature Grade 4 Standard 7 (RL.4.7)</p> | <p>Students must be able to connect what they read in a story or drama to what they hear and/or see when listening to or viewing a presentation of the same text.</p> | <p>Ask your child...</p> <p>“What is the same about how the story is shown in the illustrations and in writing? What is different?”</p> <p>“What images were you picturing in your mind when you read this part? How are they similar to or different from what you see in the pictures?”</p> | <p>https://learnzillion.com/lessons/1915-make-connections-between-the-text-and-an-illustration</p> <p>Read the poem with your child. Then watch this video with him/her to practice making connections between the images and then text.</p> |
| | <p>Reading for Literature Grade 4 Standard 9 (RL.4.9)</p> | <p>Students must be able to identify the similarities and differences in themes (e.g., opposition of good and evil), topics, and patterns of events (e.g., the quest) among stories, myths, and traditional literature from a variety of cultures.</p> | <p>Ask your child...</p> <p>“How are the plots of these stories similar? How are they different?”</p> <p>“What happened to the main characters in each text that is the same? What happened that is different?”</p> | <p>http://www.edhelperclipart.com/clipart/teachers/org-venn2part.pdf</p> <p>Print the activity sheet. Help your child fill in the graphic organizer to compare and contrast as they read.</p> |

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| | <p>Reading for Literature Grade 4 Standard 10 (RL.4.10)</p> | <p>By the end of the year, students should be able to read and understand grade-level literature when working independently.</p> | <p>When you help your child pick out books, make sure that the books and stories he/she is reading are on the 4th grade level. If you are not sure what reading level a particular work is, look in the front cover or ask a librarian or teacher to help you.</p> <p>Read to your child frequently, but also encourage him/her to read independently.</p> <p>Set aside a daily reading time in your household.</p> <p>Model independent reading by reading your own book while your child is reading.</p> | <p>https://learnzillion.com/lessons/922-revising-the-movie-in-your-mind-as-you-read</p> <p>Watch this video with your child to prompt him/her to understand the value of rereading for understanding.</p> |
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| | <p>Reading for Literature Grade 4 Standard 11 (RL.4.11)</p> | <p>Students must be able to identify, interpret, and draw connections between the different types of literature they read. They also must be able to make connections between what they read and their lives.</p> <p>Students should be able to choose texts for themselves to read based on themes, genres, etc they enjoy.</p> | <p>Ask your child . . .</p> <p>“Can you connect this book to anything else you’ve read? What is the connection between those two things?”</p> <p>“Does . . . remind you of anything in your own life? How? Why?”</p> <p>Take your child to visit the local library and allow him/her to choose books for him-/herself. Check that he/she is choosing texts at an appropriate reading level.</p> | <p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-choose-book-30320.html</p> <p>Use these tips to help your child choose appropriate books to read.</p> |
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READING STANDARDS FOR INFORMATIONAL TEXT

| Parent Notes | Standard Code | What does this standard mean? | What can I do at home? | Resources |
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| | Reading for Informational Text Grade 4 Standard 1 (RI.4.1) | Students must be able to explicitly refer to specific examples from a text when explaining and forming conclusions about what they read. | Ask your child . . . “What happened in the article that shows you that?” “What is an example of...?” | https://learnzillion.com/lessons/1761-ask-and-answer-questions-to-check-your-own-understanding-of-a-text Read the text with your child. Then watch this video with him/her to review how to ask questions for understanding. |
| | Reading for Informational Text Grade 4 Standard 2 (RI.4.2) | Students must be able to explain the central topic, show how different details or events develop that topic, and provide a summary in their own words of a text. | Ask your child . . . “What is this article mainly about?” “What are some details from the article that show that . . . is the main topic?” “In a few sentences, can you give me a summary of this text?” | https://learnzillion.com/lessons/1764-find-the-main-idea-of-a-paragraph-as-you-read Read the text with your child. Then watch the video lesson to help him/her practice identifying the main idea. |

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| | <p>Reading for Informational Text Grade 4 Standard 3 (RI.4.3)</p> | <p>Students must be able to explain a series of historical events, scientific concepts, and/or steps of a technical procedure with references to a text to support their explanations.</p> | <p>Ask your child . . .</p> <p>“What happened first? What happened after that? and so on . . . “</p> <p>“Did . . . cause . . . ?”</p> <p>“What was the effect of . . . ?”</p> <p>Seek out historical and scientific articles to read with your child. Consider subscribing to a kids’ magazine through Scholastic, TIME for Kids, National Geographic for Kids, or another publishing company.</p> | <p>https://learnzillion.com/lessons/4779-comprehension-skill-video-fossils-and-history-day-1</p> <p>Read the two provided chapters with your child. Then watch this video to help him/her review how to use details from a text to explain a scientific concept.</p> |
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| | <p>Reading for Informational Text Grade 4 Standard 4 (RI.4.4)</p> | <p>Students must be able to use context clues to figure out the meaning of new content-specific vocabulary (words related to grade 4 studies in science, history, etc.).</p> | <p>Ask your child . . .</p> <p>“What does that word mean in the sentence?”</p> <p>“What do you think that word might mean based on the rest of the sentence?”</p> <p>Create a “Word Wall” in your home. Post words you and your child have learned together on your home word wall.</p> | <p>https://learnzillion.com/lessons/1766-determine-the-meaning-of-unfamiliar-words-in-a-text</p> <p>Read the text with your child and then watch the video together to help him/her practice finding the meaning of unfamiliar words.</p> |
| | <p>Reading for Informational Text Grade 4 Standard 5 (RI.4.5)</p> | <p>Students must be able to explain how events, ideas, concepts, and/or information in a text fit together into the overall structure (e.g., chronology, comparison, cause/effect, problem/solution).</p> | <p>Ask your child...</p> <p>“How is the information in this text organized? How do you know?”</p> <p>“What features of this text helped you to find the key information?”</p> | <p>https://learnzillion.com/lessons/1758-create-a-timeline-to-keep-track-of-important-information-as-you-read</p> <p>Read the provided text with your child. Then watch the video with him/her to further his/her understanding of how to hold onto new information as he/she reads.</p> |

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| | <p>Reading for Informational Text Grade 4 Standard 6 (RI.4.6)</p> | <p>Students must be able to identify what is the same and different about first- and secondhand accounts of the same event or subject. They should be able to explain how the information is presented for each perspective.</p> | <p>Ask your child...</p> <p>“What is the main idea/ argument of the firsthand account? What is the same/ different in the secondhand account?”</p> <p>“What do you think is similar about what the authors want you to understand? What is different?”</p> <p>“How is the information presented in each text?”</p> | <p>http:// www.englishworksheetsland.com /grade4/readinginfo/ 6/4venn.pdf</p> <p>http:// www.englishworksheetsland.com /grade4/readinginfo/6/2red.pdf</p> <p>Print the practice sheets for your child to complete.</p> |
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| | <p>Reading for Informational Text Grade 4 Standard 7 (RI.4.7)</p> | <p>Students must be able to use maps, illustrations, graphics, diagrams, time lines, interactive Web pages, and/or oral presentations to enhance their understanding of scientific and historical texts.</p> | <p>Ask your child . . .</p> <p>“What does that map/ illustration/ diagram show you about what you read?”</p> <p>“What is similar about the picture/ chart and what we just read?”</p> <p>When reading a textbook or article with your child, stop as you encounter pictures, maps, and charts to look at them and examine their connection to what you are reading.</p> | <p>https://learnzillion.com/lessons/1770-interpret-pictures-and-photographs-in-an-informational-text</p> <p>Watch this video lesson with your child to further his/her understanding of the value of images in understanding an informational text.</p> |
| | <p>Reading for Informational Text Grade 4 Standard 8 (RI.4.8)</p> | <p>Students must be able to describe how an author uses proof, examples, etc to support different points in a text.</p> | <p>Ask your child...</p> <p>“Why does the author argue/ think...?”</p> <p>“What reasons does the author give to support his/her thinking about...?”</p> | <p>https://learnzillion.com/lessons/4782-comprehension-skill-video-fossils-and-history-day-4</p> <p>Read the text with your child. Then watch the video together to review how authors use evidence to support their claims.</p> |

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| | <p>Reading for Informational Text Grade 4 Standard 9 (RI.4.9)</p> | <p>Students must be able to apply and combine information from two different texts about the same subject to form their own written or oral responses to or reports on a topic.</p> | <p>Ask your child...</p> <p>“What is similar about these two texts and the points they raise?”</p> <p>Assist your child in taking notes on a single topic from multiple texts. Ask him/her...</p> <p>“What are the most important information, main ideas, key details, etc from each text?”</p> | <p>http://www.englishworksheetsland.com/grade4/readinginfo/9/1texts.pdf</p> <p>Print this graphic organizer for your child to use as a guide.</p> <p>http://www.englishworksheetsland.com/best/grade4/readinginfo/9/13pop.pdf</p> <p>Print this activity sheet for your child to practice.</p> |
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| | <p>Reading for Informational Text Grade 4 Standard 10 (RI.4.10)</p> | <p>By the end of the year, students should be able to read and understand grade-level social studies and science textbooks and other articles in these subject areas.</p> | <p>Spend time reading social studies and science textbooks and articles with your child.</p> <p>Consider subscribing to a kids' magazine through Scholastic, TIME for Kids, National Geographic for Kids, or another publishing company.</p> <p>Read to your child frequently, but also encourage him/her to read independently.</p> <p>Set aside a daily reading time in your household.</p> <p>Model reading informational texts independently by reading newspapers and other articles while your child reads his/her textbook or another informational text.</p> | <p>https://learnzillion.com/lessons/1757-use-text-features-and-skimming-to-make-predictions-about-a-text</p> <p>Read the text with your child. Then watch the video lesson to help him/her learn how to use text features and skim to improve understanding.</p> |
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READING STANDARDS: FOUNDATIONAL SKILLS

| Parent Notes | Standard Code | What does this standard mean? | What can I do at home? | Resources |
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| | <p>Foundational Reading Skills Grade 4 Standard 3 (RF.4.3)</p> | <p>Students must be able to use grade-appropriate strategies and their knowledge of letter sounds, syllables, root words, and affixes to make sense of multisyllabic words they encounter when reading.</p> | <p>Ask your child:</p> <p>“Do you see any words that have a prefix/ suffix in this sentence? What does that prefix/ suffix mean?”</p> <p>“If we were to add the suffix (-able, -ify, etc.) to that word, how would that change the meaning of the word?”</p> <p>“Does this word look like...?”</p> <p>Help your child break up multisyllabic words into syllables. Pay attention to multisyllabic words your child is struggling with when reading out loud. Stop your child from reading and help him identify the different syllables.</p> <p>Use lists of grade-level words and quiz your child on those words, particularly words that are spelled differently than they sound. Your child’s teacher should be able to provide you with these lists.</p> | <p>https://www.youtube.com/watch?v=H2Z4p0au1yk</p> <p>Watch this video with your child to further familiarize him/her with common affixes.</p> <p>http://www.englishworksheetsland.com/best/grade4/readfoundation/1/11unfamiliar.pdf</p> <p>http://www.englishworksheetsland.com/best/grade4/readfoundation/1/14decoding.pdf</p> <p>http://www.englishworksheetsland.com/grade4/readfoundation/1/5chopping.pdf</p> <p>Print these worksheets for your child to use to practice deciphering multisyllabic words.</p> |
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| | <p>Foundational Reading Skills Grade 4 Standard 4 (RF.4.4)</p> | <p>Students must be able to read with enough accuracy and fluency so that they understand what they are reading. Often, if students are struggling to pronounce words or read fluently, they do not understand what they read. A student who comprehends what he reads will:</p> <p>A. read a grade-level text and understand why he/she is reading it and what it means.</p> <p>B. read both prose and poems out loud with accuracy, appropriate speed, and in an expressive manner. Students will be able to do this multiple times without a problem.</p> <p>C. use clues in the surrounding sentences to understand words they might be familiar with. This might require that students go back and reread certain parts of a text.</p> | <p>Practice reading prose and poetry out loud with your child. Provide your child with feedback. For example, “It seems you are reading a bit slow in this part of the poem,” or, “Can you show more excitement when you read this line?”</p> <p>Allow your child to read the same book(s) to you often, so that he can see how much he is improving.</p> <p>Remind your child to reread when what he/she read does not make sense.</p> <p>Help your child look for clues to help him/her understand new words. Do not just tell him/her what the word means. Discover the meaning together.</p> | <p>A. http://www.readingrockets.org/article/reading-meaning-your-child</p> <p>Use these tips to help your child read for meaning.</p> <p>B. http://www.englishworksheetsland.com/best/grade4/readfoundation/3/8bedtime.pdf</p> <p>http://www.englishworksheetsland.com/best/grade4/readfoundation/3/13cow.pdf</p> <p>Print the poetry sheets. Practice reading them aloud with your child.</p> <p>C. https://www.youtube.com/watch?v=AuZ3pPfkIEU</p> <p>https://www.youtube.com/watch?v=KigGayg4GzU</p> |
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WRITING STANDARDS

| Parent Notes | Standard Code | What does this standard mean? | What can I do at home? | Resources |
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| | <p>Writing Grade 4 Standard 1 (W.4.1)</p> | <p>Students must be able to express and back up their own opinions in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the topic or text they are writing about, state their opinions on the topic, and organize their argument by linking related ideas together. B. Provide details and facts about the reasons they are using to support their argument. C. Use words such as “for instance,” “therefore,” and “in order to” to connect opinion and reasons. D. End their argument with a conclusion that ties everything together. | <p>Encourage your child to write opinion pieces about books you read together or other ideas you discuss at home. Before your child writes his/her opinion piece, help him/her organize his work by brainstorming and writing down some ideas first. Ask your child to identify his/her introduction, reasons, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p> <p>Write an opinion piece on the same topic or a different topic.</p> | <ul style="list-style-type: none"> A. https://learnzillion.com/lessons/2311-introduce-an-opinion-in-a-persuasive-letter Watch this video with your child to help him/her construct a strong introduction to an opinion piece. B. https://learnzillion.com/lessons/2258-generate-reasons-to-support-your-opinion Watch this video with your child to review with him/her how to use reasons to support an opinion. C. https://learnzillion.com/lessons/2298-use-words-and-phrases-to-link-opinions-and-reasons Use this video to help your child review how to link opinions and reasons in an opinion piece. D. https://learnzillion.com/lessons/2299-draft-a- |
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| | <p>Writing Grade 4 Standard 2 (W.4.2)</p> | <p>Students must be able to clearly explain a topic in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the topic they are writing about and organize the information by linking related pieces of information and including headings, illustrations, etc as necessary. B. Provide more detail - including facts, definitions, and quotations as necessary. C. Use words such as “because,” “also,” and “for example” to connect facts within groups of information. D. Use precise language and vocabulary specific to the topic. E. End their explanation with a conclusion that ties everything together. | <p>Encourage your child to write informative pieces about books you read together or other ideas you discuss at home. Before your child writes his/her informative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her topic, facts and definitions, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p> <p>Write an informative piece on the same topic or a different topic.</p> | <ul style="list-style-type: none"> A. https://learnzillion.com/lessons/4917-introduce-a-topic-by-giving-background-information Watch this video with your child to help him/her practice how to write a clear introduction. B. https://learnzillion.com/lessons/4923-ensure-that-each-sentence-provides-new-information-to-keep-readers-focused-on-the-topic Watch this video with your child to review how to include relevant details. C. https://learnzillion.com/lessons/4924-connect-similar-categories-of-information-to-the-topic-using-transition-words Watch this video with your child to help him/her learn how to use transition words. |
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| | <p>Writing Grade 4 Standard 3 (W.4.3)</p> | <p>Students must be able to describe a sequence of events in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the narrative and the narrator and/or characters and organize a natural sequence of events. B. Include dialogue and detailed descriptions to show and describe the feelings, thoughts, and actions of the characters. C. Use transitional words and phrases to move along the sequence of events. D. Use specific and vivid words and phrases and sensory details to describe experiences and events. E. End their narrative with a conclusion that ties everything together. | <p>Encourage your child to write narrative pieces about books you read together or other events you experience at home. Before your child writes his/her narrative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her event/sequence of events in order, details and thoughts, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p> <p>Write a narrative piece on the same topic or a different topic.</p> | <ul style="list-style-type: none"> A. https://learnzillion.com/lessons/4847-organize-the-story-so-that-the-plot-begins-naturally Use this video to help your child review how to write an organized introduction to a narrative. B. https://learnzillion.com/lessons/4845-add-specific-details-to-show-a-character-s-reactions Watch this video with your child to help him/her review how to add details to narrative writing. C. https://learnzillion.com/lessons/4853-change-transitions-to-include-many-different-transitions Watch this video with your child to help him/her include transition words and phrases in his/her narrative writing. |
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| | <p>Writing Grade 4 Standard 4 (W.4.4)</p> | <p>Students must be able to write pieces that are clearly organized, written coherently, and focused appropriately on a given assignment as described above in standards 1-3 (e.g. opinion piece, informative text).</p> | <p>Encourage your child to write different pieces about books you read together, ideas, or other events you experience at home. Before your child writes his/her piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Either give your child a specific assignment or ask your child to identify his/her purpose for writing - to argue a point (opinion piece), to inform (explanatory piece), or to tell a story (narrative). Refer to the specific expectations for each type - explained above in standards 1-3 - to ensure your child includes all necessary elements. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p> | <p>https://learnzillion.com/lessons/2260-evaluate-your-own-writing-by-rereading-and-comparing-it-to-the-assignment</p> <p>Watch this video with your child to help him/her review how to evaluate his/her own writing.</p> |
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| | <p>Writing Grade 4 Standard 5 (W.4.5)</p> | <p>With prompting and guidance from an adult and/or peers, students must be able to plan and write a piece focused on a topic and then add to and revise their writing by adding details, changing words, and editing sentences.</p> | <p>When your child writes, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more detail and/or clarity...</p> <p>“Can you tell me more about...?”</p> <p>“What do you mean by...?”</p> <p>Encourage your child to reread his/her written pieces to check carefully for mistakes in grammar, spelling, and/or punctuation and places where he/she can change words or sentences to strengthen the writing.</p> | <p>https://learnzillion.com/lessons/501-brainstorm-possible-story-ideas-for-a-response-to-a-narrative-prompt</p> <p>Watch this video with your child to help him/her practice how to brainstorm focused ideas to write about in response to a prompt.</p> |
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| | <p>Writing Grade 4 Standard 6 (W.4.6)</p> | <p>With prompting and guidance from an adult, students must be able to work with peers and use technology - including the internet - to write and create their own texts electronically. They should be able to type at least one page in a single sitting.</p> | <p>Help your child use a computer, iPad, etc to write and illustrate stories and texts digitally.</p> <p>Encourage your child to type his/her stories, etc into Word to practice his/her keyboarding skills.</p> | <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html</p> <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/theme-poems-a-30871.html</p> <p>Help your child use these interactive tools to write stories and poems digitally.</p> <p>http://play.bbc.co.uk/play/pen/g8s4pb547b</p> <p>Use this game to help your child practice typing.</p> |
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| | <p>Writing Grade 4 Standard 7 (W.4.7)</p> | <p>Students must be able to do research focused on a particular topic to investigate in detail and write about the information they learn.</p> | <p>Visit the local library or use a computer at home to assist your child in simple research about a topic in which he/she is interested. Allow him/her to choose a favorite topic or author to investigate to find other books he/she might enjoy.</p> <p>Encourage your child to write about what he/she learned (e.g. read about elephants and write a short informative text about what he/she learned).</p> | <p>https://learnzillion.com/lessons/1086-develop-a-research-question</p> <p>Use this video lesson to help your child review how to develop a clear question to guide his/her research.</p> |
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| | <p>Writing Grade 4 Standard 8 (W.4.8)</p> | <p>Students must be able to choose and apply related information from their own experiences and/or learned from books/other sources to answer questions. They should be able to take simple notes on the information they gather from different sources, organize these notes into given categories (e.g. read and take notes on wolves and sort information into categories - “Where Wolves Live,” “What Wolves Eat,” etc), and keep a list of the sources they use.</p> | <p>When your child demonstrates curiosity about a topic, help him/her find books and/or online sources related to the topic that can answer his/her questions. Before beginning the research, work together to brainstorm a few categories of information into which your child can sort the information he/she finds. Encourage him/her to write about what he/she learned and list the sources used.</p> | <p>http://www.englishworksheetsland.com/best/grade4/writing/19/6facts.pdf</p> <p>Print this sheet for your child to use to record notes with the corresponding source information.</p> <p>http://www.englishworksheetsland.com/best/grade4/writing/19/10courage.pdf</p> <p>Print this worksheet for your child to use to practice responding to a writing prompt.</p> |
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| | <p>Writing Grade 4 Standard 9 (W.4.9)</p> | <p>Students must be able to use grade-appropriate strategies for reading literacy and informational texts as they conduct research and write responses to texts. Specifically, they should be able to...</p> <p>A. (Literary Texts) make references to the text when answering questions, provide detailed descriptions of characters, settings, and/or events, include specific details from the text, and/or identify the main idea or theme.</p> <p>B. (Informational Texts) draw information from various features of the text (e.g. text, diagrams) to explain the details/facts an author uses to support his/her points and connect information from two separate texts on the same topic.</p> <p>(Refer to <i>Grade 4 Reading Standards</i> - listed above - for further detail about the expectations for literary and informational texts.)</p> | <p>As you assist your child in conducting research and preparing to write, ask him/her...</p> <p>“What is the lesson that you learned from that story, fable, etc.?”</p> <p>“How did the author make that lesson clear in the story?”</p> <p>“Where does the story take place? What does that place look, feel, sound, etc like?”</p> <p>“What is similar about these two texts and the points they raise?”</p> <p>Assist your child in taking notes on a single topic from multiple texts. Ask him/her...</p> <p>“What are the most important information, main ideas, key details, etc from each text?”</p> | <p>A. http://www.englishworksheetsland.com/grade4/writing/20/4diagram.pdf</p> <p>Print this story diagram for your child to use to carefully identify and plan the events of his/her story before writing.</p> <p>http://www.englishworksheetsland.com/grade4/writing/20/3charater.pdf</p> <p>Print the activity sheet for you child to use to review including specific details and describing characters.</p> <p>B. http://www.englishworksheetsland.com/grade4/writing/21/2text.pdf</p> <p>Print this worksheet. Then have your child practice identifying the reasons the author uses to support his/her claims.</p> |
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| | <p>Writing Grade 4 Standard 10 (W.4.10)</p> | <p>Students must be able to regularly write for both extended (multiple occasions focused on same topic and piece) and shorter periods of time for a variety of purposes and audiences.</p> | <p>Provide your child with ample opportunities to engage in writing projects that range across a wide variety of purposes and audiences. Write short letters/notes to mail to friends and relatives, create longer and shorter narrative stories to share with younger siblings, and engage in longer-term research projects.</p> <p>Sit with your child and write your own letters, stories, etc to model focused behavior while you are working.</p> <p>Engage in research and writing projects with your child that extend over a period of multiple days and/or weeks. Help your child choose a topic together, conduct research in books and online, and write about what he/she learned.</p> | <p>https://learnzillion.com/lessons/500-identifying-key-ideas-in-a-narrative-writing-prompt</p> <p>Watch this video lesson with your child to help him/her practice breaking down a writing prompt in order to figure out what to write.</p> |
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| | <p>Writing Grade 4 Standard 11 (W.4.11)</p> | <p>Students must be able to creatively communicate their personal reactions to or feelings about an author or topic they have read about through a poem, story, play, artwork, etc.</p> | <p>Talk with your child about what he/she is studying in school. Then help him/her to use pencils, a computer, markers, paint, etc to write and/or draw a response to the author or theme. Give your child an opportunity to present his/her creation to your family, neighbors, etc.</p> | <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/book-cover-creator-a-30233.html</p> <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/comic-creator-a-30237.html</p> <p>Help your child use these creative tools and ideas to respond to a text, author, and/or topic he/she has read.</p> |
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SPEAKING AND LISTENING STANDARDS

| Parent Notes | Standard Code | What does this standard mean? | What can I do at home? | Resources |
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| | <p>Speaking and Listening Grade 4 Standard 1 (SL.4.1)</p> | <p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics and texts. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. be ready to discuss and share thoughts and/or questions about assigned materials with specific references to what they have read (e.g. read an assigned text and be able to have a discussion with classmates about their opinions and questions with explicit mention of information and words from the text). B. follow appropriate conversational norms - waiting for a turn to speak, appropriately taking a turn, staying on topic etc. C. ask questions to seek help or clarification about the topic of discussion and link their comments to others' remarks during a group discussion. D. clearly explain their own thoughts and ideas as appropriate to the discussion | <ul style="list-style-type: none"> A. Choose books, articles, or other texts for you and your child to both read independently. Then engage in explicit conversations about what you have read. Encourage your child to refer explicitly to the texts and anything else he/she knows about that topic during your conversations (e.g. "On page 14, he says...;" "I saw a TV episode about this that said..."). B. Talk with your child in back-and-forth conversations. Model how to listen respectfully - looking at the speaker and not interrupting - and how to stay focused on the topic of conversation. Encourage your child to do the same. C. When speaking with your child, ask for clarification when necessary and encourage him/her to do the same. Ask... "Can you explain what you mean by that?" "Do you understand what I am talking about?" Build off the | <ul style="list-style-type: none"> A. http://www.readwritethink.org/parent-afterschool-resources/activities-projects/start-your-book-club-30289.html?main-tab=2#tabs Gather a small group of family members and/or friends and try this activity. B. http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler Refer to this list of tips and strategies to help guide your child in adhering to conversational norms. C. http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html?main-tab=1#tabs Use this list of strategies to encourage higher order thinking and |
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| | <p>Speaking and Listening Grade 4 Standard 2 (SL.4.2)</p> | <p>While and after listening to information presented visually (e.g. poster or billboard), quantitatively (e.g. chart or table), and/or orally (e.g. read aloud or said over the radio), students must be able to provide a summary of the main points and key information.</p> | <p>After watching a movie/TV show, listening to the radio, observing a billboard, etc, talk with your child about what information you learned. Ask questions to check for understanding...</p> <p>“What is the lesson/main idea that you learned from that [show, poster, etc]?”</p> <p>“How did the [writers, speaker, artist, etc] make that lesson clear?”</p> | <p>http://www.storylineonline.net/a-to-z-book-directory/?sort=titleb</p> <p>Help your child choose a story from the selection and listen to the read aloud with him/her. Following the reading, ask your child to verbally identify the main idea and provide a summary of the story. Follow the link under the video to the “Activity Guide” to explore the text further with your child.</p> |
| | <p>Speaking and Listening Grade 4 Standard 3 (SL.4.3)</p> | <p>While and after listening to information present orally, students must be able to identify the reasons and supporting evidence that the speaker provided.</p> | <p>After listening to the radio, hearing a speech/sermon, etc with your child, ask him/her...</p> <p>“What was the main idea/ theme?”</p> <p>“What reasons and evidence did the speaker provide to support that idea?”</p> | <p>https://www.brainpop.com/english/writing/mainidea/</p> <p>Watch this video with your child. Then encourage him/her to try the corresponding activities.</p> |

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| | <p>Speaking and Listening Grade 4 Standard 4 (SL.4.4)</p> | <p>Students must be able to speak loudly and clearly to tell organized and coherent stories with relevant details, facts, and descriptions.</p> | <p>Prompt your child to tell stories about his/her experiences and prompt him/her to add details and speak up as necessary. Ask your child...</p> <p>“What did you do during recess today?”</p> <p>“Can you tell me about your field trip to the museum?”</p> <p>“Will you please tell me a bit more about that?”</p> <p>As necessary, prompt your child to slow down, speak up, etc.</p> <p>Use the “Wh-“ question words to encourage him/her to add details.</p> | <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/telling-story-make-cube-30174.html?main-tab=2#tabs</p> <p>Use the “Story Cube” and corresponding planning sheets to prompt your child to verbally tell clear stories with relevant facts and details.</p> |
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| | <p>Speaking and Listening Grade 4 Standard 5 (SL.4.5)</p> | <p>Students must be able to create audio recordings of stories or poems and illustrate points they are speaking or writing about to elaborate on and/or clarify facts or details as necessary to strengthen presentations.</p> | <p>Use digital media tools (iPad, computer, etc) to record your child reading or telling a story. Listen to the recording together and talk about clarity, speed, expression, etc.</p> <p>Supply your child with art supplies so that he/she can illustrate the subject he/she is writing or talking about. Ask your child...</p> <p>“Can you show me what that looked like?”</p> <p>“Will you please draw a diagram to show me how that works?”</p> | <p>http://www.scholastic.com/teachers/story-starters/</p> <p>Help your child respond to a given prompt by verbally telling his/her story aloud. If possible, use a phone, iPad, or other device to record your child’s speaking.</p> |
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| | <p>Speaking and Listening Grade 4 Standard 6 (SL.4.6)</p> | <p>Students must be able to recognize the differences between formal (e.g., presenting ideas) and informal (e.g., small-group discussion) English and know when each is appropriate to use based on the situation and the purpose of the conversation/assignment. (See grade 4 Language standards 1 and 3 for specific expectations.)</p> | <p>Help your child find opportunities to engage in a variety of speaking situations - speaking formally to his/her principal, priest, etc and talking more informally with small groups of friends, siblings, etc - to allow him/her to practice distinguishing between contexts.</p> | <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/convince-30648.html?main-tab=2#tabs</p> <p>Try this activity with your child to help familiarize him/her with organizing and presenting information aloud in a clear and appropriate way.</p> |
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LANGUAGE STANDARDS

| Parent Notes | Standard Code | What does this standard mean? | What can I do at home? | Resources |
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| | <p>Language Skills Grade 4 Standard 1 (L.4.1)</p> | <p>Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to use...</p> <ul style="list-style-type: none"> A. relative pronouns (words that introduce part of a sentence that describes a noun such as <i>who</i>, <i>whose</i>, <i>which</i>) and relative adverbs (words that introduce part of a sentence that describes a verb such as <i>where</i>, <i>when</i>, <i>why</i>). B. progressive (refer to ongoing actions) verb tenses (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>). C. modal auxiliaries (words that tell likelihood, ability, etc to do action such as <i>can</i>, <i>may</i>, <i>must</i>). D. multiple adjectives in conventional order to describe one noun (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). E. prepositional phrases (e.g. <i>in the house</i>, <i>with my friend</i>). F. complete sentences and correct fragments (incomplete sentences) and run-ons (multiple sentences that should be written separately) as necessary. | <p>Speak with your child in more complex sentences with relative pronouns and adverbs, progressive verbs, modal auxiliaries, and prepositional phrases to model this behavior (e.g. “I was sitting in that chair, which is really comfortable.”).</p> <p>As necessary, offer your child immediate feedback on his/her grammar and language usage in writing and speaking. Explain mistakes and offer concrete praise for accuracy (e.g. “<i>We actually do not say ‘black small dog.’ What is another way you could order those adjectives to describe the dog?</i>”).</p> | <ul style="list-style-type: none"> A. https://learnzillion.com/lessons/4970-join-sentences-or-clauses-using-relative-adverbs https://learnzillion.com/lessons/4972-use-relative-pronouns-to-refer-to-people-and-things Print the practice sheets. Then watch the video lessons with your child to help him/her practice using relative adverbs and pronouns. B. https://learnzillion.com/lessons/4663-form-and-use-the-progressive-tense Print the practice sheet. Then watch the video lesson with your child to help him/her review the progressive tense. C. https://learnzillion.com/lessons/4666-use-modal-auxiliaries-e-g-can-may-must Print the practice sheet |
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| | <p>Language Skills Grade 4 Standard 2 (L.4.2)</p> | <p>Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. use uppercase letters as appropriate. B. use commas and quotation marks in writing dialogue and quotations (e.g. <i>She said, "I want to play."</i>). C. use a comma before a conjunction (e.g. <i>and, but</i>) in a compound sentence (e.g. <i>She wanted to go, but she had soccer practice</i>). D. use their knowledge of spelling rules to spell 4th grade level words and use available resources (e.g. children's dictionaries) as necessary. | <p>As necessary, offer your child immediate feedback on his/her usage of capitalization, punctuation, and spelling in his/her writing. Explain mistakes and offer concrete praise for accuracy (e.g. "<i>What do you need at the beginning of every sentence?</i>").</p> <p>When your child needs help spelling a word, do not simply tell him/her. Encourage him/her to try to spell it phonetically and then check a reference material to confirm.</p> | <ul style="list-style-type: none"> A. https://learnzillion.com/lessons/5035-use-correct-capitalization-adding-capitals Print the practice sheet and help your child complete it while watching the video lesson. B. https://learnzillion.com/lessons/4620-use-quotation-marks-correctly-citing-speech Print the student practice sheet. Then watch the video with your child to review how to write quotations. C. https://learnzillion.com/lessons/4966-produce-compound-sentences-using-a-comma-before-the-coordinating-conjunction Print the practice sheet. Then watch the lesson with your child to help him/her better understand how to use conjunctions. |
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| | <p>Language Skills Grade 4 Standard 3 (L.4.3)</p> | <p>Students must be able to understand how language and words are used in context. Specifically, they must be able to choose...</p> <ul style="list-style-type: none"> A. specific language that conveys their ideas precisely. B. punctuation that appropriately conveys the meaning/tone of the sentence. C. between formal and informal English depending on the context of the situation. | <p>Ask your child...</p> <p>“Who do you think the speaker is talking to when he/she says...? Why?”</p> <p>“How do you think the speaker feels based on [this sentence]. What words, phrases, punctuation, etc made you think that?”</p> <p>Talk with your child about his/her favorite movie, book, etc. Then have him/her write a short letter to his/her teacher about the same topic. Discuss the differences in the language used (e.g. use of slang, complete sentences).</p> | <ul style="list-style-type: none"> A. Descriptive Adverbs https://learnzillion.com/lessons/4974-use-descriptive-adverbs Precise Nouns https://learnzillion.com/lessons/4975-use-precise-nouns Print the practice sheets. Then watch the video lessons with your child to help him/her review the use of specific language. B. http://www.englishworksheetsland.com/best/grade4/language/13/6types.pdf http://www.englishworksheetsland.com/best/grade4/language/13/12prince.pdf Print the activity sheets for your child to use to practice using punctuation for effect. C. http://www.readwritethink.org/ |
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| | <p>Language Skills Grade 4 Standard 4</p> <p>(L.4.4)</p> | <p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using a variety of strategies from fourth grade level content. Specifically, they should be able to...</p> <p>A. use clues from the same sentence or surrounding sentences, examples, etc to figure out the meaning of an unfamiliar word or phrase in context.</p> <p>B. figure out the meaning of a word based on the use of a common affix (e.g. <i>preview</i>, <i>preschool</i>, <i>previous</i>).</p> <p>C. use available resources (e.g. dictionaries, glossaries, thesauruses - both print and online) to determine the meaning of unfamiliar words and/or phrases.</p> | <p>When your child needs help determining the meaning of an unfamiliar word, do not simply tell him/her. Ask him/her...</p> <p>“What does that word mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What do you think that word might mean based on the rest of the sentence?”</p> <p>If necessary provide him/her with a children’s dictionary and/or other resources to clarify or confirm the definition.</p> | <p>A. http://www.k12reader.com/worksheet/context-clues-the-secret-garden/view/</p> <p>http://www.k12reader.com/worksheet/context-clues-using-the-helpful-grid/view/</p> <p>Print the practice sheets. Then help your child complete them.</p> <p>B. http://www.englishworksheetsland.com/grade4/language/15/1roots.pdf</p> <p>http://www.englishworksheetsland.com/best/grade4/language/15/9greek.pdf</p> <p>Print the practice sheets for your child to use for reviewing root words with common affixes.</p> <p>C. http://www.k12reader.com/worksheet/dictionary-</p> |
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| | <p>Language Skills Grade 4 Standard 5 (L.4.5)</p> | <p>Students must be able to recognize and use relationships between words and meanings and common nuances. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. define simple similes (e.g. <i>as sharp as a tack</i>) and metaphors (e.g. <i>giant's steps were thunder from above</i>) in context. B. identify and define simple idioms (e.g. <i>having cold feet</i>), adages and proverbs (e.g. <i>practice makes perfect</i>). C. understand relationships between synonyms (words of similar meaning) and antonyms (opposites). | <p>Introduce new words and phrases in context when talking to your child. Incorporate nonliteral meanings of words and phrases (e.g. "<i>Your skin is ice after being outside without your coat!</i>") and explain the alternate meanings to your child.</p> <p>When reading with your child, intentionally point out the use of language nuances. Ask your child...</p> <p>"Who do you think the speaker is talking to when he/she says...? Why?"</p> | <ul style="list-style-type: none"> A. https://learnzillion.com/lessons/625-analyzing-descriptive-comparisons-in-a-poem Read the text with your child. Then watch the video lesson with him/her to review descriptive language in poetry. B. https://www.youtube.com/watch?v=YPngxOnjKP0 Watch this video with your child to further familiarize them with common idioms and their meanings. C. http://www.k12reader.com/worksheet/changing-modifiers-good/view/ http://www.k12reader.com/worksheet/add-interest-with-synonyms/view/ Print the activity sheets for your child to complete. |
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| | <p>Language Skills Grade 4 Standard 6 (L.4.6)</p> | <p>Students must be able to learn (from reading, speaking with others, etc) and use new vocabulary words and phrases - both general terms that appear across academic subjects and vocabulary specific to particular topics studied, including words that refer to precise actions, emotions, or states of mind (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and/or to a specific topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> | <p>Prompt your child to use new vocabulary when he/she speaks or writes. Ask him/her...</p> <p>“Do you remember another word that means...?”</p> <p>“How do you feel when...?”</p> <p>Encourage your child to use precise language when he/she speaks (e.g. “<i>The boy told his dad that he was bored</i>” versus “<i>The boy whined to his dad that he was bored</i>”).</p> | <p>http://www.englishworksheetsland.com/best/grade4/language/20/9describing.pdf</p> <p>http://www.englishworksheetsland.com/best/grade4/language/20/14teddy.pdf</p> <p>Print these activity sheets for your child to use to practice learning new words and integrating them into his/her vocabulary.</p> |
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