

Family

Friendly

GUIDE FOR FOURTH GRADE

English Language Arts

In fourth grade, the primary focus is **reading comprehension**. Fourth graders look closely at how literary elements like conflict and setting impact characters and plot development. They identify implied themes and central ideas, which require students to draw conclusions based on inferences. They continue to recognize how informational texts are organized. By year-end, fourth graders should show independent proficiency.

Fourth graders read a variety of texts in print and multimedia, including fiction, literary nonfiction, poetry, and drama. They engage with various informational texts, focusing on how text features contribute to meaning.

In writing, fourth graders work on sequencing, logical reasoning, and organization. They transition from writing opinions to arguments, while continuing narrative and informational writing. Research skills are refined and include credible sources. Students write summaries, essays, and creative pieces. Cursive writing continues to be developed.

This document is designed to:



- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting fourth grade.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

In English 4, students should:

- read and write independently, choosing texts that match their reasons for reading and writing.
- learn to ask questions about different types of texts, both printed and digital, and create presentations using multimedia tools.
- use information from texts to make inferences and engage in conversations about what they read.
- use tools like anchor charts and rubrics to help them meet expectations and develop their skills further.



FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

In fourth grade, students should:

- read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.

APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In fourth grade, students should:

- explain and analyze how elements like setting and conflict influence character development and plot progression in stories.
- interpret figurative language to understand its impact on the meaning and experience of reading texts.
- identify and articulate themes in literary texts and central ideas in informational texts, supported by relevant details.
- compare narrative perspectives, evaluate an author's purpose, and recognize structural elements across different literary genres.
- employ various strategies to determine word meanings, analyze word relationships, and decode unfamiliar vocabulary in texts.

RESEARCH

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In fourth grade, students should:

- generate questions about a topic of inquiry and use provided sources to conduct short research.
- evaluate the credibility of the provided sources to ensure the reliability of the information.
- identify relevant information from the sources that pertains to their research topic.
- group related findings together to organize their research findings effectively.
- practice citing their sources to give credit and avoid plagiarism when presenting their research.

COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

In fourth grade, students should:

- write arguments clearly, supporting opinions with facts, organizing ideas logically, and wrapping up well.
- create informative/explanatory texts that introduce topics clearly, use relevant details, organize information logically, use precise language, include provided sources, and conclude effectively.
- tell stories with clear settings, characters, plots, descriptive language, and suitable endings.
- write correctly, using different kinds of sentences, capitalizing and punctuating properly, and improving by planning and editing.
- talk about topics clearly, use digital tools well, and participate actively in discussions by engaging, listening, asking questions, and considering others' ideas.



HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

Overarching Expectations:

- **Create a Cozy Reading Nook:** Make a comfortable and inviting space for reading. Fill it with books, good lighting, and comfy seating. Besides books, include magazines, comics, and online articles to keep reading diverse.
- **Role Model:** Read, write, talk, and listen with and to your child. Encourage them to be role models for younger students.
- **Read and Talk:** Read together and discuss texts by sharing ideas, making inferences, and asking questions. Encourage and support using quotes from the text and paraphrasing what was read. Create family book clubs with the use of texts and/or audiobooks. These activities build background knowledge and extend vocabulary.

Foundations of Literacy

Fluency: It is still important to listen to your child read daily. Encourage rereading sentences or phrases to self-correct and sound fluent. Provide a variety of texts to apply reading fluency.

Applications of Reading:

- **Read Together:** Share reading time. You can read to them, or they can read to you. Elicit conversations by asking questions about the story plot and/or information from the text.
- **Build Vocabulary:** Discuss the meaning of unknown words in books while reading. Use context clues to determine the meaning. Try to use these new words in conversations.
- **Access a Variety of Texts:** Offer different types of reading materials - fiction, non-fiction, comics, magazines (print and digital). This broadens exposure to various writing styles.

Research:

- **Provide Guidance:** Be available to help. Encourage, motivate, and celebrate.
- **Discuss Reliable Sources:** Emphasize the importance of using trustworthy sources, reliable websites, books, and other materials. Discuss the importance of avoiding plagiarism by using citations.
- **Share Research:** Once research is complete, share findings with others.

Communications:

- **Use Written Communication:** Encourage journal writing to record day events, feelings, or any topic of interest. Use writing prompts to focus on the audience, purpose, and task. Write letters or emails to friends and family to provide opportunities to express opinions. During all forms of writing, encourage the use of the writing process (plan, draft, write, revise, edit, publish).
- **Practice Cursive Writing:** Routinely practice legible, cursive writing to build writing fluency.
- **Use Oral Communication:** Share the findings of a research topic or tell a story or joke to family and friends. Use eye contact and appropriate voice volume. Collaborate with friends to solve a problem or play a game.

ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, they will participate in formative, [norm-referenced interim assessments](#), and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

At the end of the school year, your student will participate in the statewide summative assessment, [SC READY](#). Parent resources are available [online](#).

ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).