

# Questions

## *Questions for your child's teacher:*

- ◆ What would be the best way to contact a teacher for immediate questions, concerns, or clarification of class/subject expectations?
- ◆ How often do you have parent conferences?
- ◆ What do you do to motivate students to work up to their potential?
- ◆ How do you connect your teaching to the real world?
- ◆ What is the most effective way to communicate with you regarding my child's academic progress?

# Activities for Home

## *What can I do to help my child from home?*

- ◆ Make a bingo game using root words, prefix and suffixes.
- ◆ Discuss the setting, character, problems and solution reading a story.
- ◆ Model reading a book by using the book covers, chapter titles and pictures to predict book ending.
- ◆ Encourage your child to create their own books.
- ◆ Use television programming to distinguish fact from opinion.
- ◆ Encourage family members to purchase poetry, drama, fables, fantasies, chapter, fiction and nonfiction books for birthdays and other gift giving occasions.
- ◆ Use a rubric to check homework assignments for spelling, grammar, punctuation and capitalization errors
- ◆ Provide paper, pencil and pens to create messages, journals, notes and poems.
- ◆ Cut words and sentences out of the newspapers and magazines to create funny paragraphs.
- ◆ Cut out comic strips out of the newspaper and place them in sequence order.

## **A Message from the CMSD**

### **~School Parent Organization~**

Dear Families,

This information was created by CMSD families for CMSD families. It is intended to provide parents with an academic framework to support CMSD in meeting our mutual goal of preparing students to compete in a global workforce.

NOTES:





# What should my fourth grader learn about ELA?

## Acquisition of Vocabulary

- ◆ Use context clues and text structures to determine the meaning of new vocabulary.
- ◆ Infer word meaning through identification and analysis of analogies and other word relationships.
- ◆ Apply knowledge of connotation and denotation to learn the meanings of words.
- ◆ Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.
- ◆ Use knowledge of roots and affixes to determine the meanings of complex words.
- ◆ Use multiple resources to enhance comprehension of vocabulary.

## Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- ◆ Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- ◆ Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- ◆ Make meaning through asking and responding to a variety of questions related to text.
- ◆ Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

## Informational, Technical and Persuasive Text

- ◆ Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
- ◆ Recognize the difference between cause and effect and fact and opinion to analyze text.
- ◆ Explain how main ideas connect to each other in a variety of sources.
- ◆ Identify arguments and persuasive techniques used in informational text.
- ◆ Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.
- ◆ Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.

## Literary Text Standard

- ◆ Describe and analyze the elements of character development.
- ◆ Analyze the importance of setting.
- ◆ Identify the elements of plot and establish a connection between an element and a future event.
- ◆ Differentiate between the points of view in narrative text.
- ◆ Demonstrate comprehension by inferring themes, patterns and symbols.
- ◆ Identify similarities and differences of various literary forms and genres.
- ◆ Explain how figurative language expresses ideas and conveys mood.

## Writing Process

- ◆ Generate ideas and determine a topic suitable for writing.
- ◆ Determine audience and purpose for self-selected and assigned writing tasks.
- ◆ Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.
- ◆ Spend the necessary amount of time to revisit, rework and refine pieces of writing.
- ◆ Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
- ◆ Use a variety of resources and reference materials to select more effective vocabulary when editing.
- ◆ Edit to improve sentence fluency, grammar and usage.
- ◆ Apply tools to judge the quality of writing.
- ◆ Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

## Writing Applications

- ◆ Write narrative accounts that develop character, setting and plot.
- ◆ Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.
- ◆ Write formal and informal letters that include important details and follow correct letter format.
- ◆ Write informational reports that include facts, details and examples that illustrate an important idea.

## Writing Conventions

- ◆ Write legibly in finished drafts.
- ◆ Spell grade-appropriate words correctly.
- ◆ Use conventions of punctuation and capitalization in written work.
- ◆ Use grammatical structures to effectively communicate ideas in writing

## Research

- ◆ Identify a topic of study, construct questions and determine appropriate sources for gathering information.
- ◆ Select and summarize important information and sort key findings into categories about a topic.
- ◆ Create a list of sources used for oral, visual, written or multimedia reports.
- ◆ Communicate findings orally, visually and in writing or through multimedia.

## Communications: Oral and Visual

- ◆ Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
- ◆ Respond to presentations and media messages by stating the purpose and summarizing main ideas.
- ◆ Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
- ◆ Identify examples of facts and opinions and explain their differences.
- ◆ Organize presentations to provide a beginning, middle and ending and include concrete details.
- ◆ Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.
- ◆ Deliver a variety of presentations, using