



# LANGUAGE ARTS

FOR FAMILIES

**Y**OU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic success!

## PRE-KINDERGARTEN

### What to expect:

Learning is important in pre-kindergarten. At this age, children have a natural curiosity about the world around them and are eager to learn. Language development leads to reading development, so it is important for children to see and discuss print in the world around them, in illustrated and written stories and in open-ended discussions. These opportunities allow them to explore language, which is critical in developing reading skills. This information is a snapshot of learning in Pre-K English language arts (ELA). For a complete set of ELA academic standards, [click here](https://sde.ok.gov/oklahoma-academic-standards) or visit [sde.ok.gov/oklahoma-academic-standards](https://sde.ok.gov/oklahoma-academic-standards).

### By the end of the school year, your child will:

- Identify their first name.
- Understand the right way to hold a book.
- Understand that print has meaning.
- Recognize familiar signs, symbols and print in their surroundings and community. For example, the red sign with white letters means STOP.
- Name a majority of letters.
- Connect some letters to sounds – T makes the sound /t/ and B is /b/, for example.
- Begin to recognize rhyme.
- Ask and answer questions that show interest in reading and writing.

### What to do at home:

- Make time for conversations that allow your child to have a voice and explore new information.
- Explore different kinds of printed material, such as labels, comics, books, etc.
- Read real-life and make-believe stories to your child.
- Identify common themes in print in the world around your child and discuss what they mean. For example, your child could explain that the golden “M” represents McDonald's.
- Provide opportunities for your child to attempt writing and reading. Start with the letters in your child's first name.



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# LANGUAGE ARTS

## FOR FAMILIES

### Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Play is a wonderful way to develop curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- When you look around, do you see things that are alike or different? What are they, and how are they alike and different?
- What do you see when you look outside?
- What do you like to do?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- What fruit would you like to eat for lunch?
- Do you think you will need a jacket today? Why or why not?
- What was the best part of the day? Why?
- How did you help someone today?

### Fostering Comprehension

Young children should have the opportunity to explore books. As you read together, allow your child to flip through the pages and discuss what they see. Use the following questions as a guide as you talk about the books you are reading together.

#### BEFORE READING

- What do you see on the cover?
- What do you think the book will be about?

#### DURING READING

- Who is in the book?
- What has happened so far?

#### AFTER READING

- Did you like reading this book? Why or why not?
- What was your favorite part of the book?

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# LANGUAGE ARTS

# K

## FOR FAMILIES

## KINDERGARTEN

### What to expect:

Kindergarten is when children begin to grow academically, socially and emotionally in a more structured learning environment. Kindergartners are building their verbal communication skills and beginning to understand written language in digital and print formats. Age-appropriate technology can support literacy skills while children explore print in magazines, books, signs, menus and on products. This information is a snapshot of learning in kindergarten English language arts (ELA). For a complete set of ELA academic standards, [click here](#) or visit [sde.ok.gov/oklahoma-academic-standards](https://sde.ok.gov/oklahoma-academic-standards).

### By the end of the school year, your child will:

- Name and write all letters.
- Identify the sounds of letters.
- Identify the separate sounds in a simple three-letter word such as *cat*, *sit*, *hen*, *lot*.
- Read common words found in books such as *the*, *I*, *a*, *see*, *are*.
- Ask and answer questions about a story or topic that has been read aloud.
- Participate in a discussion by taking turns listening and speaking.
- Begin writing by sounding out words.
- Learn and use new words.
- Become interested in books and writing.

### What to do at home:

- Write letters on cards and ask your child to help you put them in alphabetical order.
- Give your child a word and ask them to respond with a word that rhymes, such as *cat* or *rat*.
- Read rhyming books.
- Read simple, predictable stories with your child and ask them to notice common words like *me*, *I*, *is*, *it*, *like*.
- Point out and find the meaning of unfamiliar words you and your child find in books and other places. Use these words correctly in conversation and ask your child to do the same.
- Encourage your child to spend time looking through books and exploring with writing materials like pencils, pens, markers, etc.

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Support your child's curiosity with questions like these:

- What do you wonder about?
- What do you notice when you look outside?
- What book do you want to read today? Why?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- What is your favorite food? Why?
- Tell me about a time when you did the right thing today.
- What do community helpers like principals, firefighters and nurses do for people?
- How did you help someone today?

### Fostering Comprehension

Kindergarten-age children are developing early reading skills and an enjoyment of reading. Explore books, comics and other types of print together, and encourage your child to talk with you about what you are reading. Use the following questions to help your child better understand what they are reading.

#### BEFORE READING

- What do you think this book is about?
- What does this book remind you of?

#### DURING READING

- What do you think will happen next?
- Where and when does the story take place?

#### AFTER READING

- What happened in the beginning, middle and end?
- What was your favorite part of the book and why?

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# LANGUAGE ARTS

# 1

## FOR FAMILIES

## FIRST GRADE

### What to expect:

Children in first grade will build on the skills learned in kindergarten to grow more confident reading and writing on their own. Many children begin the year with basic reading and writing skills. At first they read simple stories with common words and then move on to more complex stories with longer sentences and more challenging vocabulary. Their writing skills are also developing throughout the year, beginning with simple sentences and moving to more detailed sentences with correct capitalization and punctuation. This information is a snapshot of learning in English language arts (ELA) for Grade 1. For a complete set of ELA academic standards, [click here](https://sde.ok.gov/oklahoma-academic-standards) or visit [sde.ok.gov/oklahoma-academic-standards](https://sde.ok.gov/oklahoma-academic-standards).

### By the end of the school year, your child will:

- Read words with short and long vowels like *cat*, *rope*, *week*, *boat*.
- Write words with correct letter formation.
- Write sentences using capital letters and punctuation, including detail words (colors, sizes or numbers, for example).
- Learn and use new words.
- Describe or retell a story that has been read aloud or on their own.
- Read grade-level texts aloud accurately and at the same pace as a conversation.
- Begin to use books and technology to answer questions and find information.
- Read more challenging books than in kindergarten.

### What to do at home:

- Read a variety of books and ask your child how they can tell if it's a make-believe story or if it provides facts and information about something real.
- Read to your child, ask them to read to you or take turns reading pages.
- Encourage your child to explore magazines, newspaper articles and kid-friendly websites to find new information.
- Encourage your child to keep a notebook and write about their interests in different formats of their choosing (stories, lists, poems or songs, for example).

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### Fostering Curiosity

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Support your child's curiosity with questions like these:

- What are you interested in knowing more about?
- What else does that make you think of?
- Where do you think we can learn more about these things?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- Who did you play with today? What did you play?
- What was your hardest rule to follow today? Why was it hard?
- What was your favorite part of the day? Why?
- Can you tell me an example of kindness you saw or showed today?

### Fostering Comprehension

Children who are on their way to becoming confident readers need time to read alone and with others. Take time as a family to talk about books, magazines and other types of print with young readers. Use the following questions to help your child better understand what they are reading.

#### BEFORE READING

- What do you think this book is about?
- What do you think will happen?
- Why did you pick this book?

#### DURING READING

- What has happened so far?
- What do you think will happen next?
- Where and when does the story take place?

#### AFTER READING

- What happened in the beginning, middle and end?
- What did you learn from the book?
- Does it remind you of any other books you have read?

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# 2

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## SECOND GRADE

### What to expect:

Children in second grade are beginning to ask more difficult questions as their learning continues to grow. They are increasingly independent listeners, speakers, readers and writers. In second grade, children are reading more difficult books and writing longer stories. They can read a variety of texts, including newspapers, comics and stories, and are able to focus their writing on a central topic and include details such as people, places, dates and events. This information is a snapshot of learning in English language arts (ELA) for Grade 2. For a complete set of ELA academic standards, [click here](#) or visit [sde.ok.gov/oklahoma-academic-standards](https://sde.ok.gov/oklahoma-academic-standards).

### By the end of the school year, your child will:

- Become an increasingly confident reader.
- Identify the main parts of a story, including details about the characters, where the story takes place (the setting) and what happens in the beginning, middle and end (plot).
- Read a book and describe the main idea and details about the people, places and things in it.
- Explain how and why something happens in a story read aloud or on their own.
- Write a paragraph about a topic and include supporting details such as important people, places, dates or events.

### What to do at home:

- Listen to your child read aloud.
- Help your child learn the meaning of new words by looking at the sentences around them and thinking about what makes sense.
- Discuss why an author may have written a book and what happened in the story.
- Talk with your child about the information they learned from a book about real people, places and things.
- Learn and use new words in conversations with your child and discuss their meanings.
- Encourage your child to write stories or observations about the world.

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# LANGUAGE ARTS

## FOR FAMILIES

### Fostering Curiosity

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Support your child's curiosity with questions like these:

- What do you notice or wonder about in your community?
- What new words or things have you discovered today?
- What is the most exciting adventure you could take? What would you do on the adventure?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- If you switched places with your teacher tomorrow, what would you teach the class? Why?
- What was the best thing that happened today? What was the worst?
- What challenged you today? What did you have trouble understanding?

### Fostering Comprehension

As children continue to strengthen their reading skills, they benefit from reading independently and with adults. Sharing a variety of print materials – books, comics, etc. – helps them explore new words and ideas. Use the following questions to help your child better understand what they are reading.

#### BEFORE READING

- What do you think this book is about?
- What do you think will happen?
- What kind of book is this?

#### DURING READING

- What do you think will happen next?
- Where and when does the story take place?
- What do you notice about the characters?

#### AFTER READING

- Why do you think the author wrote this book?
- What happened in the beginning, middle and end?
- What was your favorite part of the book?

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# 3

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## THIRD GRADE

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### What to expect:

Children in third grade are beginning to use their reading skills to understand an entire text or story. They enjoy many types of reading materials, including newspapers, magazines, books, poems, comics, etc. Third-grade students will be able to use elements of stories like character (who), setting (where) and plot (what happened) in conversations about what they are reading. Their writing is becoming increasingly clear and focused, stays on topic and includes relevant details such as important people, places, dates, facts and events. Third-graders also will be able to use different kinds of writing for different purposes. This information is a snapshot of learning in English language arts (ELA) for Grade 3. For a complete set of ELA academic standards, [click here](#) or visit [sde.ok.gov/oklahoma-academic-standards](https://sde.ok.gov/oklahoma-academic-standards).

### By the end of the school year, your child will:

- Read words in a text aloud accurately and at the same pace as a conversation.
- Grow their vocabulary by learning new words, parts of words and words with similar meanings.
- Identify different types of text (fiction and biography, for example).
- Summarize different types of text by identifying the main events or topics and important details.
- Write for different purposes, using important details and staying focused on a topic.
- Describe who is telling the story, where it takes place and what is happening.
- Use information from graphs, charts and headings in a text to better understand and write about a topic.

### What to do at home:

- Discuss facts and opinions in commercials, news stories and other everyday situations.
- Ask your child what kind of text they are reading (fiction, nonfiction or poetry) and to explain how they know.
- Use difficult or unusual words in conversations to build your child's vocabulary.
- Keep a journal together. Have your child write about anything they're interested in, and respond by writing something back to your child. Use different sentence types to ask a question or show excitement.
- Help your child identify a topic of interest and look for ways to find information about it.



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# LANGUAGE ARTS

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### Fostering Curiosity

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Support your child's curiosity with questions like these:

- What is the craziest word you have ever heard?
- What movie or book character do you wish you went to school with and why?
- How would the world be different if animals could talk?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- What food would be served at your favorite meal?
- How did you show kindness to someone today?
- What is your favorite outdoor activity to do with family or friends? Why?

### Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by letting your child see you reading things you enjoy. Use the following questions to help your child understand what they are reading.

#### BEFORE READING

- What made you pick this book?
- How is this book like another one you have read or a movie you have seen?
- What do you think the book will be about?

#### DURING READING

- What has happened so far in the story?
- What pictures do you see in your mind as you read?
- What words can I help you understand?

#### AFTER READING

- What was the most important event in the story? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you could give this book a different title, what would it be? Why?

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# LANGUAGE ARTS

# 6

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## SIXTH GRADE

### What to expect:

Children in sixth grade will read a variety of more challenging texts of different types (books, journals and scripts, for example). At this age, students are able to understand how authors support their ideas. They can study the structures of sentences and paragraphs to determine how they help develop a piece of writing. Sixth-grade students can provide evidence including facts, examples and details to support their ideas and opinions. Their vocabulary is also expanding. This information is a snapshot of learning in English language arts (ELA) for Grade 6. For a complete set of ELA academic standards, [click here](#) or visit [sde.ok.gov/oklahoma-academic-standards](https://sde.ok.gov/oklahoma-academic-standards).

### By the end of the school year, your child will:

- State their ideas clearly in spoken presentations and in writing.
- Understand different text structures, such as description, compare/contrast, sequential, problem/solution and cause/effect.
- Include important points and details when summarizing a piece of writing.
- Edit and revise first drafts to create clear, organized writing, using appropriate punctuation, capitalization and grammar.
- Describe how setting, plot and theme (the central meaning of the text) support the author's work.
- Create essays and reports on a topic, including key details, facts and information.
- Support their opinion on a topic with evidence.
- Identify information as useful, correct and from reliable sources.

### What to do at home:

- Discuss the point of view a story is told from and how it would change if another character told the story.
- Ask questions about what your child is reading or watching and ask them to provide examples to support their answers.
- Encourage your child to handwrite a thank you card to someone who has been kind or helpful to them.
- Ask your child to find and discuss interesting words in the books they are reading.
- Discuss how changing the word to one with a similar or opposite meaning would change the meaning or tone of a sentence.

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Support your child's curiosity with questions like these:

- Who is your favorite book character and why?
- What character in a book or movie makes you laugh the most?
- What if your favorite book got a new character from your favorite movie? Who would join the book and what would happen?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- If you switched places with your teacher tomorrow, what would you teach the class? Why?
- What was the best thing that happened today? What was the worst?
- What is something that you didn't understand in school today? What steps did you take to figure it out?

### Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by letting your child see you reading things you enjoy. Use the following questions to help your child understand what they are reading.

#### BEFORE READING

- Have you made a list of books you have already read? Why would it be good to keep a list like that?
- How is this book like another book you have read or a movie you have seen?
- Why did you pick this book?

#### DURING READING

- As you are reading, what questions do you have for the author?
- How does this book remind you of a book you have already read or something you already know?
- How can you find out the meaning of words you don't understand?

#### AFTER READING

- How did the setting of the story affect the characters and plot?
- What was the theme of the book? What lesson do you think the author wanted the reader to learn?
- How would you rewrite the ending to the story? Why would you change it?

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# LANGUAGE ARTS

# 5

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## FIFTH GRADE

### What to expect:

Children in fifth grade will read a variety of more challenging texts of different types (books, newspapers and poems, for example). They will read for different purposes, such as to find information or for fun. Fifth-graders are focusing on elements of writing including style, structure and the author's purpose for writing. They can explore words with multiple meanings and make educated guesses about what words mean based on how and where they are used. This information is a snapshot of learning in English language arts (ELA) for Grade 5. For a complete set of ELA academic standards, [click here](https://www.sde.ok.gov/oklahoma-academic-standards) or visit [sde.ok.gov/oklahoma-academic-standards](https://www.sde.ok.gov/oklahoma-academic-standards).

### By the end of the school year, your child will:

- Be able to tell the difference between fact and opinion, providing reasons to support specific points.
- Create stories with well-thought-out characters, descriptive settings and clear and interesting plots.
- Use word parts to determine the meaning of words. (For example, the word *unable* means “not able” because of the prefix *un*.)
- Use sentences of different lengths with correct structure when working on a longer piece of writing.
- Provide facts, examples and details from a piece of writing to support ideas and draw conclusions.
- Edit and revise first drafts to create clear and organized writing.

### What to do at home:

- Encourage your child to read several pieces of information on a topic and discuss the differences between them.
- Work together to write a paragraph on a topic your child is interested in, including key details, facts and information.
- Pick a word each day and ask everyone in the family to use it in conversation (<https://www.nytimes.com/column/learning-word-of-the-day> is a great resource).
- Ask your child to find and discuss interesting words in the books they are reading. Consider words with several meanings (*bark*, for example) or more descriptive words, such as *saunter* instead of *walk*.

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Support your child's curiosity with questions like these:

- If you were in a play, what would your character be like?
- If you could end your favorite movie a different way, how would you change it? Why?
- How would you explain eating spaghetti to someone who has never done it before?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- What do you think we should have for breakfast tomorrow? Why?
- What goals can you set to make tomorrow better than today?
- What was your favorite part of the week? Why?
- How did you help someone today?

### Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by letting your child see you reading things you enjoy. Use the following questions to help your child understand what they are reading.

#### BEFORE READING

- Is this the type of book you usually choose? Why or why not?
- By looking at the cover, what do you think the author's reason for writing the book might be?
- What do you think the book will be about?

#### DURING READING

- Will you read a short section to me with feeling in your voice?
- What do you do when you don't understand what you just read?
- How can you find out the meaning of words you don't understand?

#### AFTER READING

- Give a summary of the book in 10 words.
- What problem did the main character face? What was the solution?
- What message is the author sharing with the reader? Why do you think that?

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# LANGUAGE ARTS

# 4

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## FOURTH GRADE

### What to expect:

Children in fourth grade will read a variety of more challenging texts of different types (books, comics and journals, for example). Fourth-grade students are able to answer questions using information from a book and their own experiences. Their writing will continue to include more details and words. They will read and write using contractions (*can't*, *aren't*, *don't*, etc.) and abbreviations (*Dr.* and *Feb.*, etc.), words that sound or are spelled alike (*there* and *their*, for example), and words that follow the same spelling patterns, such as *receive* and *deceive*. This information is a snapshot of learning in English language arts (ELA) for Grade 4. For a complete set of ELA academic standards, [click here](https://sde.ok.gov/oklahoma-academic-standards) or visit [sde.ok.gov/oklahoma-academic-standards](https://sde.ok.gov/oklahoma-academic-standards).

### By the end of the school year, your child will:

- Identify the main points of longer stories, paying attention to key details such as important people, places, facts and sequence of events.
- Compare various texts to identify the type of writing in each (myths, articles and biographies, for example).
- Develop first drafts, then edit and revise them to create clear and organized writing.
- Determine if the author created a piece to persuade, inform or entertain the reader.
- Identify word parts to determine the meaning of words. (For example, the word *unable* means “not able” because of the prefix *un*.)

### What to do at home:

- Compare facts and opinions while watching or reading news stories. Talk about how to confirm that facts are true.
- Ask questions about what your child is reading. Include questions that may not have a single right answer, such as “Why do you think the character made that decision?”
- Pick a word each day and ask everyone in the family to use it in conversation (<https://www.merriam-webster.com/word-of-the-day> is a great resource).
- Make sure your child has opportunities to write in different styles that interest them (poetry and personal narrative, for example).
- Help your child identify a topic that interests them and make a plan for how to find information about it.

**Y**OU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important to your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic success!



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# LANGUAGE ARTS

## FOR FAMILIES

### Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity helps students be successful in the classroom, it is important to encourage it at home. Encourage your child to ask questions, be creative, discover answers and explore their world.

Support your child's curiosity with questions like these:

- What five words do you think describe you best? Why?
- If you had to give everyone in your family new names, what would they be? Why did you choose the names?
- If you could be a character in any book, who would you be? Why?

Your child will have plenty of questions. It's okay if you don't always have the answer. The best response is always, "Let's find out together."

### Fostering Communication

Build your child's vocabulary, thinking skills and curiosity by using new words and having conversations that include questions to make your child think. Communicating with others gives children a chance to see and understand that there can be more than one point of view about a given subject. Accepting these different ideas helps children learn how to get along with others, encouraging positive relationships with other children and a strong self-image.

Support your child's communication skills with questions like these:

- What is the most exciting adventure you could take? Who would you take on the adventure?
- What was your favorite part of the day and why?
- How did you help someone today?

### Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by letting your child see you reading things you enjoy. Use the following questions to help your child understand what they are reading.

#### BEFORE READING

- Flip through the book and chapter titles. What do you think the book will be about?
- How is this book like another one you have read or a movie you have seen?
- What type of book did you choose (fiction, biography, graphic novel, etc.)? Why?

#### DURING READING

- What do you think will happen in the next chapter?
- Who is the main character? Who are the supporting characters?
- What words can I help you understand?

#### AFTER READING

- Could this story take place in today's world? Why or why not?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you were one of the characters in the book, how would you have ended the story? Why?

Join the conversation!

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