4TH GRADE

ELA STANDARDS GUIDANCE

WI ELA Standards

Reading Foundational Skills	
Print Concepts	RF.4.1 not applicible in Grade 4
Phonological Awareness	RF.4.2 not applicible in Grade 4
Phonics and Word Recognition	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.See L.4.6 for additional spelling/encoding/word analysis guidance
Fluency	RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	
Key Ideas and Details	R.4.1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
	R.4.2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
	R.4.3: 3 Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
	R.4.4: 4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

Craft and Structure	R.4.5: Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
	R.4.6: In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)
Integration of Knowledge and Ideas	R.4.7: Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
	R.4.8: Explain how claims in a text are supported by relevant reasons and evidence. (RI)
	R.4.9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)
Writing	
Text Types and Purposes	W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
	W.4.2 Write text in a variety of modes: a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion. b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points. c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
	W.4.3 Create writing that utilizes: a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose. b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas
on of Writing	W.4.4 Produce clear and coherent writing in which the development and organization are culturallysustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Production and Distribution	W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing
	W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).
Inquiry to Build and Present Knowledge	W.4.7 Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.
	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
	W.4.9 Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.
Speaking and Listening	
Comprehension and Collaboration	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats.
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points
Presentation of Knowledge and Ideas	SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.
	SL.4.5 Integrate audio and visual content in presentations to enhance the development of main ideas or themes.
Language	

Knowledge of Language	L.4.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers). b. Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations). c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking. d. Choose punctuation for effect.
Vocabulary Acquisition and Use	L.4.2 Determine or clarify the meaning of unknown and multiplemeaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Use context as a clue to the meaning of a word or phrase. b. Consult print and digital reference materials for meaning and pronunciation.
	L.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the meaning of words and phrases as they are used in a text, including figurative language such a similes and metaphors. b. Explain common idioms and proverbs. c. Understand words by relating them to synonyms and antonyms. d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
	L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. a. Identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Conventions of Standardized English	L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Relative pronouns and adverbs. b. Prepositional phrases. c. Order of adjectives. d. Adjectives, adverbs, conjunctions. e. Compound and complex sentences. f. Easily confused words (e.g., to, too, two).
	L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with: a. Capitalization. b. Commas and quotation marks for quotations. c. Commas in compound sentences. d. Spell grade-level words correctly using reference materials to solve words as needed.