Wisconsin English Language Arts

Essential Elements: Grade 4

Reading Foundational Skills

Phonics & Word Recognition

3 Use letter-sound knowledge to read words. EE.RF.4.3

- a Use linguistic context and letter sound knowledge to identify unfamiliar words. EE.RF.4.3.A
- b Decode and encode, in the way the child is able, single-syllable words with common spelling patterns (consonant-vowel-consonant[CVC] or high- frequency rimes). EE.RF.4.3.B

Fluency

4 Read words intext. Read text comprised of familiar words with accuracy and understanding. EE.RF.4.4

- a With decreasing support, use features of print to identify or verbalize appropriate expression while reading familiar texts. EE.RF.4.4.A
- b Use letter-sound knowledge and context to support word recognition when reading. EE.RF.4.4.B

Reading

Key Ideas & Details

1 Identify explicit details in a text. (RI&RL) EE.R.4.1

2 Identify the theme or main idea from a text. (RI&RL) EE.R.4.2

3 Use details from the text to describe characters in the text. (RL) Identify an explicit detail that is related to an individual event, or idea in a text. (RI) EE.R.4.3

Craft & Structure

4 Determine the meaning of words in a text. (RI&RL) EE.R.4.4

5 Identify elements that are characteristic of stories (RL) and informational texts (RI). EE.R.4.5

6 Identify the narrator of a story (RL); compare own experience to that described within the text. In informational text, compare and contrast a primary and secondary source on the same event or topic.(RI) EE.R.4.6

Integration of Knowledge & Ideas

7 Make connections between the text representation and a visual, tactual, or oral version of the text. (RI&RL) EE.R.4.7

Identify one or more reasons supporting a specific point in a text. (RI) EE.R.4.8

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9 Identify similarities between two texts and recognize that texts reflect one's own and others' culture. (RI&RL) EE.R.4.9

Writing

Text Types & Purposes

1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low-stakes purposes. EE.W.4.1

2 With guidance and support, use writing, dictation and/or drawing to compose: EE.W.4.2

- a Opinion pieces in which they state an opinion about a topic or text and include some reasons to support that opinion. EE.W.4.2.A
- b Informative/Explanatory text in which they introduce a topic and provide some facts, details, and/or multimedia content about a predetermined or self chosen topic. EE.W.4.2.B
- c Convey events, real or imagined and narrate a single event or several loosely linked events. Include some details regarding what happened and tell about the events in the order in which they occurred. EE.W.4.2.C

3 With guidance and support, use a combination of drawing, dictating and writing to create a text that uses familiar words, transitions to link and build connections, temporal words to signal event order, and a beginning, middle, and end. EE.W.4.3

Production & Distribution of Writing

4 With guidance and support, produce writing that is appropriate for an explicitly stated task or purpose, and expresses more than one idea. EE.W.4.4

5 With guidance and support from adults and peers, plan before writing and produce writing focused on the planned topic, and revise their own writing, dictation, or pictures. EE.W.4.5

6 With guidance and support from adults, use digital tools, including the Internet, to produce writing while interacting and collaborating with others. Learn to produce writing through printing and/or typing. EE.W.4.6

Inquiry to Build & Present Knowledge

7 With guidance and support, identify information about two or more aspects of a shared or independent inquiry topic. EE.W.4.7

8 Recall and sort information from personal experiences or a topic into given categories and write or draw about each one. EE.W.4.8

9 With guidance and support from adults, recall key details from literary or informational texts to support reflection or inquiry questions based on a reading of a literary or informational text. EE.W.4.9

Speaking and Listening

Comprehension & Collaboration

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1 Engage in collaborative discussions. EE.SL.4.1

- a Contribute ideas from prior experiences with a text during discussions about the same text. EE.SL.4.1.A
- b Listen to others' ideas before responding and gain attention respectfully. EE.SL.4.1.B
- c Answer specific questions related to information in a discussion. EE.SL.4.1.C
- d Identify the key ideas in a discussion. EE.SL.4.1.D

2 Ask and answer questions about details from a text read aloud or information presented orally or through other media. EE.SL.4.2

3 Identify a point that the speaker makes. EE.SL.4.3

Presentation of Knowledge & Ideas

4 Clearly retell a story, poem, or personal experience or recount a topic with supporting details. EE.SL.4.4

5 Add audio recordings or visuals to a presentation about a personally relevant topic. EE.SL.4.5

Language

Knowledge of Language

1 Use language to achieve desired outcomes when communicating. EE.L.4. 1

- a Use language to express emotion EE.L.4. 1.A
- b Notice the differences in language between formal and informal situations. EE.L.4. 1.B
- c Communicate effectively with peers and adults. EE.L.4. 1.C
- d Choose appropriate punctuation EE.L.4. 1.D

Vocabulary Acquisition & Use

2 Demonstrate knowledge of word meanings. EE.L.4.2

- a Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. EE.L.4.2.A
- b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). EE.L.4.2.B

3 Demonstrate understanding of word relationships and use. EE.L.4.3

- a Determine the literal meaning of words and phrases in context. EE.L.4.3.A
- b Use common idioms (e.g., no way, not a chance, you bet, it's a deal, we're cool). EE.L.4.3.B
- c Demonstrate understanding of opposites. EE.L.4.3.C
- d Identify words that describe personal emotional states. EE.L.4.3.D

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Use words acquired through conversations, being read to, and during shared reading activities EE.L.4.4

Conventions of Standardized English

5 Demonstrate standardized English grammar and usage when communicating. EE.L.4.5

- a Use possessive pronouns. EE.L.4.5.A
- b Combine common nouns with verbs, nouns, or pronouns in communication. EE.L.4.5.B
- c Not applicable EE.L.4.5.C
- d Use comparative and superlative adjectives to describe people or objects. EE.L.4.5.D
- e Use common prepositions (e.g., to, from, in, out, on, off, by, with). EE.L.4.5.E
- f Combine three or more words in communication. EE.L.4.5.F

6 Demonstrate understanding of conventions of standardized English. EE.L.4.6

- a Capitalize the first word in a sentence. EE.L.4.6.A
- b Not applicable EE.L.4.6.B
- c Not applicable EE.L.4.6.C
- d Spell words phonetically, drawing on knowledge of letter- sound relationships, and/or common spelling patterns. EE.L.4.6.D

Identify key domain-specific vocabulary EE.L.4.4.A

a **Identify key domain-specific vocabulary** EE.L.4.4.A